

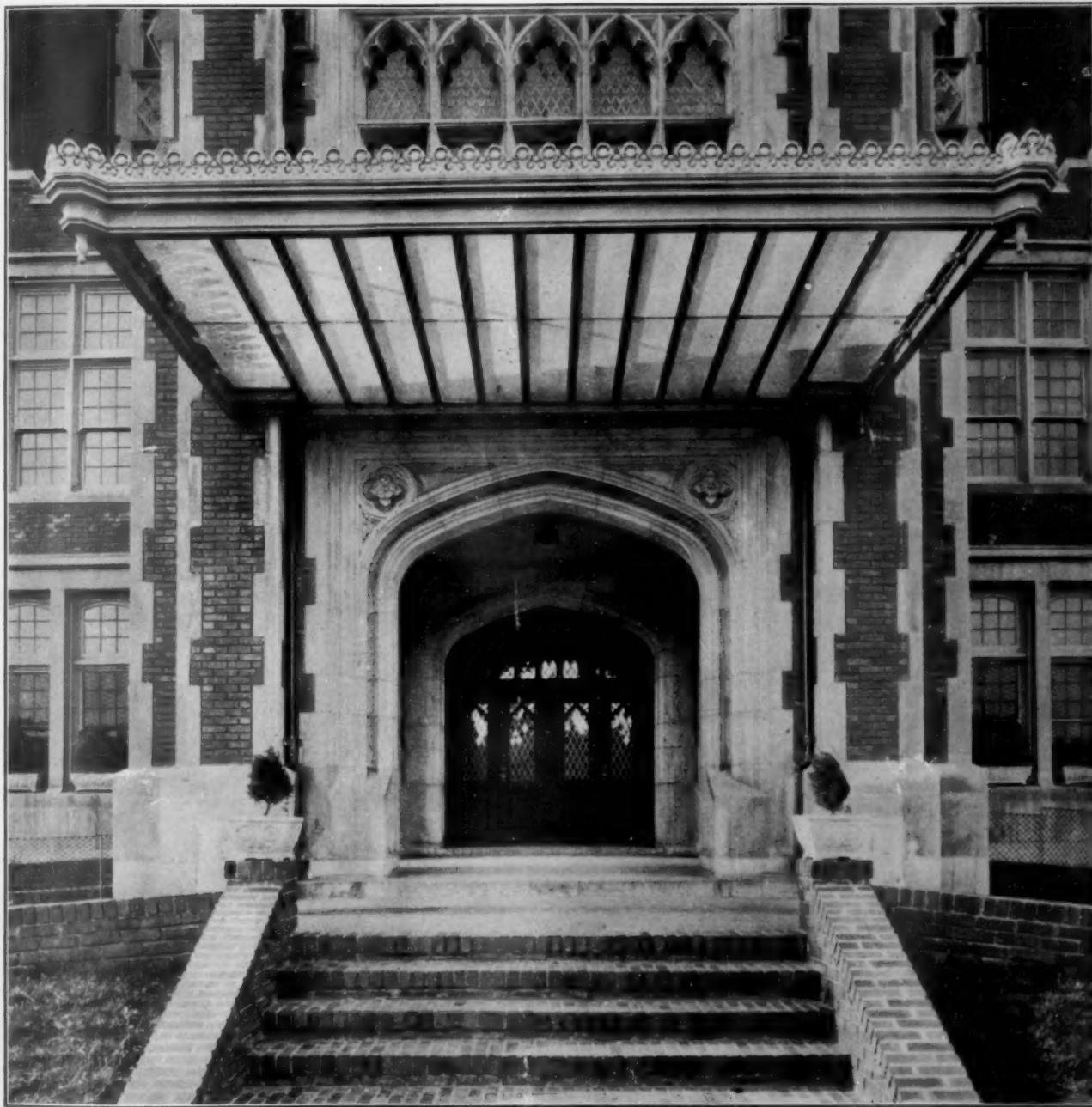
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SCHOOL LIFE

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MAIN ENTRANCE, EASTERN HIGH SCHOOL, WASHINGTON, D. C.

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SCHOOL LIFE does not specialize in any portion of the educational field, and the articles are never technical. Every primary teacher and every high-school teacher should know what the higher institutions are doing, and every university professor should be in close touch with the work of the schools below. This is the idea which governs the policy of SCHOOL LIFE; it furnishes current information useful to everybody engaged in educational work of any grade.

Specimen copies will be sent free upon application to the Commissioner of Education, Washington, D. C.

TO DIFFUSE educational information is the primary purpose of the Bureau of Education, and correspondence from any source with that end in view is cordially invited. The publications of the Bureau are issued first in small editions at the expense of the Government. These editions are distributed gratuitously as long as they last, but they are soon exhausted.

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SCHOOL LIFE

PUBLISHED MONTHLY by the DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION
Secretary of the Interior, HUBERT WORK - - - Commissioner of Education, JOHN JAMES TIGERT

VOL. X

WASHINGTON, D. C., DECEMBER, 1924

No. 4

America's One Great Staple Product Is Worthy Men and Women

All Industry, Transportation, Commerce, Arts, and Sciences are Merely Means to That End. Fortunes of Every Citizen Among Us Go Up or Down with Welfare of the Farmer. Heavy Responsibility Rests Upon Those Who Direct Land-Grant Colleges. Deficit Instead of Surplus in Agricultural Products Now Threatened

By CALVIN COOLIDGE
President of the United States

PERMANENT maintenance of our country's superior level of human comfort and well-being requires that our agriculture be made and kept the most efficient in the world. Our agricultural community must be maintained, through constant improvement of methods and constant strengthening of the place it holds in the social structure, more prosperous, better educated, more contented than that of any other nation. If we ever permit our farming population to fall to the level of a mere agricultural peasantry, they will carry down with them the general social and economic level. Every citizen among us has a personal concern for the welfare of the farmer. The fortunes of all of us will in the end go up or down with his.

The general effect of the land-grant colleges has been to raise agriculture to a new standard. It can no longer be associated with a rude and uncultured existence, but has become the occupation of a broadly trained and well-educated element in our social structure. The men and women on the farm no longer pursue their calling in a haphazard rule of thumb method, but with a scientific accuracy that insures the best possible results. No longer content with a narrow and forlorn existence, they wish to raise crops, but they wish also to read books. They want to know the market quotations for their products, but they want also to know what is going on in the world.

Farmers are Merchants as Well as Producers

Up to the present time the main emphasis of our agricultural education has been placed upon production. I believe that was right, because unless there is economy

and efficiency in production there is no need for thought in any other direction. But our experience of the past few years has demonstrated that it is by no means enough. The farmer is not only a producer; he is likewise a merchant. It does him no good to get quantity production; in fact, it may do him harm, unless he can likewise have a scientific marketing. I feel that too little thought has been given to this most important phase of agriculture. I want to see courses in cooperative marketing and farm economics alongside of soil chemistry and animal husbandry. The agricultural problem of to-day is not on the side of production, but on the side of distribution. I want to see a good farmer on a good farm raise a good crop and secure a good price.

Must Contribute to Better Rural Civilization

It is for these reasons that I emphasize so earnestly the responsibility that rests upon you men and women of the land-grant colleges. The record of what you have done and are doing to-day warrants all confidence that your accomplishments hereafter will be adequate to the demands upon you. Without assuming that your work is by any means limited to the industry of agriculture, I recognize it as highly important in that field. You are concerned in contributing in every possible way to making a better rural civilization. Your efforts comprehend all the problems of better farming methods, of larger and cheaper production, of conserving all resources of the soil, of more efficient marketing, of better homes, better rural schools, better places of religious worship, and more intimate and helpful neighborly kindness among the people of the open country. They look to wise and intelligent cooperation in all the business opera-

tions which affect the farmer, so that wasteful and unnecessary processes may be eliminated. They contemplate the establishment of a closer contact, a better understanding, a more sympathetic and helpful relationship, between the people of the farms and those of the cities and the industrial areas.

If you make retort that I am giving you a large order, my rejoinder will be that we are going to omit no effort to prevent a repetition of the misfortunes which in recent years have involved agriculture. We are not nearly a generation ahead of the time when our country will witness a reversal of its relation to world agriculture. I mean, that in a very few years the natural increase of population and the inevitable tendency to industrialization will place us among the nations producing a deficit rather than a surplus of agricultural staples. We were fairly on the verge of that condition when the World War gave a temporary and artificial stimulation to agriculture which ultimately brought disastrous consequences.

Consume More Food than We Produce

Even to-day, if in making up our balance sheet we include our requirements of coffee, tea, sugar, and wool, we already have a considerable agricultural deficit. It may not be generally known, but even now we consume more calories of food in this country than we produce. The main reason is that we do not raise near enough sugar. Our only agricultural exports of consequence are cotton, meat products, and wheat; and as to the two latter, it must be plain that the scales will shortly turn against us. We shall be not only an agricultural importing nation, but in the lives of many who are now among us we are likely to be one of the greatest of the agricultural buying nations.

Portion of address before Association of Land-Grant Colleges, Washington, D. C., November 13, 1924.

In this lies the assurance to the American farmer that his own future is secure enough. But he must readjust his methods of production and marketing until he comes within sight of the new day. Our immediate problem has been to carry him through the intervening period of abnormal and war-stimulated surpluses. After that, we shall face the real problem of our long future, the problem of maintaining a prosperous, self-reliant, confident agriculture in a country preponderantly commercial and industrial. It has been attested by all experience that agriculture tends to discouragement and decadence whenever the predominant interests of the country turn to manufacture and trade. We must prevent that in America.

Continuing Increase of Population Expected

I believe the land-grant college is the main great agency for its prevention. It has added a new element to the equation which has never before been in it. You must make that element decisive. It is true there are some countries in which the balance of these elements has been so well maintained that agriculture has continued to flourish alongside prosperous industries and successful commerce. But these are found where the population is approximately static and the community comparatively self-contained. It is not our destiny to be a community of that kind. We must look forward to a long-continuing increase of population. We must realize that our relationships with the outside world, already enormously important, will increase in number, complexity, and importance in their influences on our social structure.

Wastefulness Can Result Only in Calamity

We can not begin too soon to prepare for this future. It may seem contradictory to suggest that in a time when we are embarrassed with surpluses for which markets are not easily to be found we must begin to plan for exactly opposite conditions. But it is not really a contradiction. The organizations and methods which look to economies and efficiencies in producing and distributing will be equally useful, equally necessary, in either set of circumstances. To fail in establishing these instruments will commit us to that most inexcusable of economic sins, a deliberate policy of sheer wastefulness. And wastefulness, whether in disposing of a surplus or permitting a deficiency, in the end can only result in calamity.

Ability and Character; Patriotism and Devotion

Finally you will remember that America has but one great staple product. We till the soil, we operate our industries, we develop transportation, we engage in commerce, we encourage the arts and

sciences, but these are only means to an end. They are all carried on in order that America may produce men and women worthy of our standards of citizenship. We want to see them endowed with ability and character, with patriotism and religious devotion. We want to see them truly American, while ready and eager to contribute a generous share to world welfare. We want to see them honest, industrious, and independent, possessed of all those virtues which arise from an adequate moral and intellectual training joined to experiences which come from the open country.



Education Week Celebrated in a Bohemian City

Cesky Brod, a city of Bohemia, celebrated "Education Week" June 15 to June 21 with great success. On the opening day a great poem, "The Warrior Zizka before the City of Prague" was dramatized and a pageant was arranged by the school children. Both these entertainments were to celebrate the five hundredth anniversary of the great Czech hero, Jan Zizka Trocnova.

Other features of the week included pupils' contests in singing, recitations, and dramatizations and exhibitions of manual work by boys and of school cooking by girls. The exhibitions were open every evening during the week.—*Emanuel V. Lippert, Prague.*



Evening courses in chemistry are given at Western Reserve University. These classes provide an excellent opportunity for professional men and women to carry on research under favorable conditions, and furnishes an opportunity for Cleveland chemists to receive instruction in recently developed fields.

Study Local History and Cultivate Good English

A "local history contest" in the schools of Douglas County, Oreg., sponsored by the extension division of the University of Oregon, has offered a new significance to local history and has increased a spirit of pride and interest in the community and State.

In writing their stories for the contest the children were limited to events and incidents within the territorial boundaries of their respective school districts, although they were permitted to go into other districts and interview former residents.

Anything of historical interest was permitted in the contest, such as the first settler in the district; the first home; the history of the school; the church; the first store; the first roads and how, perhaps, they grew out of the old pack trails and developed into the splendid highways of the present day; the history of the transportation system; any special industries in the district and the history of their development; Indian legends and stories of battles between Indians and whites; and of points of historic interest in the community.

Gathering and writing local history stories was made the basis of much interesting and valuable work in English. Scarcely a village, town, or community exists but has its pioneer stories, legends, or traditions. In the contest held in Douglas County some of the reports were valuable contributions from a historical standpoint. In the newer States many such stories may be gathered now from those who had a part in their making, which in a few years will be forgotten.

The Extension Monitor devotes the entire space of a special local history number to the contest and prints the prize-winning papers.

IN CASTING a view over the civilized world we find a universal accordance in opinion on the benefits of education, but the practical exposition of this opinion exhibits a deplorable contrast. While magnificent colleges and universities are erected and endowed and dedicated to literature, we behold few liberal appropriations for diffusing the blessings of knowledge among all descriptions of people. The fundamental error of Europe has been to confine the light of knowledge to the wealthy and the great, while the humble and the depressed have been as sedulously excluded from its participation.

More just and rational views have been entertained on this subject in the United States. Here no privileged orders, no factitious distinctions in society, no hereditary nobility, no established religion, no royal prerogatives exist to interpose barriers between the people and to create distinct classifications in society. All men being considered as enjoying an equality of rights, the propriety and necessity of dispensing, without distinction, the blessings of education followed, of course.—*De Witt Clinton.*

A Modern City High School, Typical of Approved Ideas of To-Day

New Eastern High School, Washington, Designed to Embody Best Recent Methods in Construction and Management for Public Secondary Schools. Site Covers 14 Acres in Populous City. Cost of Land, Building, and Equipment, about \$1,750,000. Academic, Technical, and Business Courses are Offered.

By ROSEMARY ARNOLD
Teacher of English, Eastern High School

"ALL OUT for the end of the world!" calls the conductor every morning at the end of the Lincoln Park car line, and scores of children with their books push good naturedly from the car. They have been crammed in tightly, for this is one of the "Eastern specials" as they like to call it. About 20 minutes to 9 it reaches the end of the line, spilling out the boys and girls, who must walk a good two blocks farther to their destination. That same street-car conductor has echoed the same announcement—"End of the world!"—for more than a year now, but the children love it. They never disappoint him by failing to laugh.

Locality Not Yet Fully Built Up

The end of the world! Truly, it might seem so. You leave the street car and follow the procession down two long blocks, with a neat parkway centering the avenue, a pleasant bit of speedway for autoists. Suddenly the street ends; there is no more of it. The rows of houses end. Ahead is a stretch of land and just beyond a branch of the Potomac. Before long Congress is going to make a beautiful park down there and connect it with Potomac Park, now the unexcelled driveway in Washington. Across the

river rise the hills, the east edge of the District of Columbia, with Maryland a step farther. The street ends, it is true; the city limits end; but to our left stands a red brick building, impressive and inviting—the new Eastern High School.

"Plenty of air and sunshine" welcome the windows. Concrete boxes with flowers nod gaily from the sills. The lawn is graded slightly upward, as is the driveway to the entrance. You note the garden urns of tiny shrub trees along the wall up the steps. Directly in front of the school towers the bronze flagstaff memorial, dedicated to the alumni who died for humanity in the Spanish American and World Wars, a loving tribute from their classmates. A circular concrete seat at its base, the Stars and Stripes overhead—who could fail to catch inspiration even in passing?

Inspiring View from Entrance

At the entrance pause a moment and admire the view. Those wooded hills shelter on the east and north; in the west, only a mile away, shines the superb dome of the United States Capitol. And see, just beyond peeps the Washington Monument. Here in sight are all that stand for nobleness and good citizenship.

Within, and you are at the foot of a marble stairway. One fancies one's self in a palace or some famed gallery of art. It is a joy to tread those steps, to cross the marble hall at the top, and to enter the assembly hall with its fourteen hundred seats. Here are held the weekly chapel exercises, the rallies for games, all evening meetings, and, of course, the plays. Eastern is so well equipped that when a play is given all work of staging, costuming, and decorating can be done at the school by the students. The stage is spacious and is flanked by a cycloramic dome, the only one south of New York, by which, with the splendid lighting system, marvelous effects can be produced. Very little scenery is needed. The dome lends perspective and unusual sense of distance. "A Midsummer Night's Dream" has been given for a spring play and has proved the possibilities of the new school. The woodworking department makes furniture for the stage; the domestic art department sews the costumes; the print shop furnishes the programs.

Equipment Leaves Nothing to be Desired

On the ground floor are the laboratories, science rooms, workshops, even one for auto mechanics, where future



Eastern High School, Washington, D. C.



Chemical laboratory

owners of automobiles overhaul machinery. The lunch room, well supplied with white-tile tables and good, wholesome food, occupies the center of the ground floor. Then there are two gymnasiums, a boys' and a girls', fully equipped with all necessary physical training apparatus.

On the first and second floors come the assembly hall, the bank, the offices, the classrooms, while on the third floor are still more classrooms and a fine music hall with seats in tiers and a stage for orchestra practice. There, too, is the domestic science department, where girls learn sewing and cooking. A very interesting feature is the model apartment, built and furnished like an up-to-date home. Regular house furniture is used. Here girls are taught how to entertain and serve as charming hostesses.

Complete Provision for Physical Exercise

In the rear of the building is a remarkable stadium, seating 6,000 people. At one side are the big soccer field and

eight tennis courts just completed. The whole site of the school covers 14 acres. The building and grounds cost \$1,500,000, the equipment one-fourth of a million.

The school, with a faculty of 70, has 1,600 students enrolled at present, though 2,000 may be accommodated easily, and will, no doubt, soon be, as the number of pupils everywhere seems to be steadily increasing.

Academic Course Usually Elected

The courses are departmental. Academic work is chosen by most of the students. This is the college preparatory course. If desired, it can be mixed with the technical or business courses. The academic course requires for graduation four years of English, two of a language, a year of American history, one of a natural science, and two of mathematics. The other subjects, six year credits, are elective. A four-year graduate has, then, 16 year credits, besides two years of free-hand drawing and four of singing and of

physical training. These are called minor subjects and are taken once or twice a week instead of daily, as are the major subjects. Of course it is well if those pupils who intend to go to college follow entrance requirements very carefully. Colleges differ somewhat in these.

There are two business courses, one of four years and one of two. The first includes a number of the academic subjects. It requires four years of English, one of American history, two of a foreign language, one of a natural science, one of arithmetic, two of typing, and two of either shorthand or bookkeeping. The other subjects are electives. The two-year business course requires two years of English, one of arithmetic, two of either shorthand or bookkeeping, two of typing, one of general science, one of commercial geography, and one of some other business subject.

Technical Studies Equal to Academic

The technical course is like the academic in requirements. The pupils study the technical subjects, auto mechanics, printing, woodworking, and domestic art and science as electives.

Pupils may take as one of their major subjects music of some kind. They study with private teachers and are examined weekly by a teacher in the school and every semester by a group of examiners. A pupil in major music is required to take an hour lesson per week and to practice at least an hour per day. Students may take orchestra or chorus work as a major study if they choose. Two new courses at the school are those in journalism and dramatic art.

The school day is divided into seven periods of 43 minutes each. On some days a pupil may have a study period, or even two of them; on other days that particular hour may be filled by music or physical training or drawing. There are also laboratory hours, when work is done in the



Automobile workshop



Lunch room

science rooms. The technical subjects run for two continuous periods. During the fourth and fifth periods of each day the students have lunch, half of them eating while the others are in class. After a pupil finishes his lunch he may spend the rest of the period out of doors or in dancing in the armory or in studying in a room assigned for that purpose. Each study hall has a teacher in charge. On rainy days there is music in the assembly hall to entertain the pupils who have finished eating. On days when there is an "assembly," or chapel, the periods are necessarily shortened, each having a few minutes taken from it so as to end the day promptly at 2.30.

Military Drill Under Army Officers

The Washington high schools have a military organization—the high-school cadets. All boys are privileged but not compelled to join. Each school has a number of companies with their own officers. These companies together form three regiments, or a brigade. Commissions for officers are by competitive examination. The War Department appoints a staff of Regular Army officers to oversee the cadets. Drilling is done every Monday and Thursday from 2.30 to 4. In the spring there are a brigade review and regimental, battalion, and company competitive drills. The highest distinction a high-school boy can gain is, at least in the students' minds, to be the captain of the winning company. The high school which has this company wears a glory all its own until the next competitive drill. In the summer a special training camp for cadets is held.

Eastern High School belongs to the interhigh-school league, taking part in all major sports. Much enthusiasm is felt for athletics. For the past two years Eastern has won the championship in basket ball, not only in the interhigh

league but for the entire South-Atlantic section.

With every device to make learning attractive, with a principal whose interest and affection are everywhere felt, with a faculty filled with good-fellowship, we feel that Eastern High School reaches near the pinnacle of modern education.



Clearing House of Information for Classics Teachers

An exchange of ideas on the teaching of Latin and Greek in the secondary schools is the purpose of the Service Bureau for Classical Teachers. Material and information of interest to classical teachers is collected and arranged in a form suitable for inspection and study. A correspondence department is conducted, material is loaned or sold for a nominal price, and a leaflet called "Latin Notes" is published eight times a year. The bureau is supported by the American Classical League and Teachers College at Columbia University, New York.



Daring Life Saving Varies Monotony of Routine Duties

Nineteen shipwrecked men of the Canadian schooner *Lady Kindersley*, of the Hudson Bay Co., owe their lives to the skill of Capt. S. T. L. Whitlam, master of the U. S. S. *Bozer*, a Bureau of Education schooner plying between Seattle and Alaska.

For 27 days the *Kindersley* had been drifting at about 35 miles a day. Though leaking only slightly, the boat was hopelessly imprisoned in the ice 40 miles off Point Barrow, and it is reported that not a man would have been saved had not the *Bozer* gone to their rescue. Captain Whitlam battled with the Arctic ice for two weeks, but finally brought the *Bozer* through a lead in the ice within about 6 miles of the Canadian vessel. Its crew then launched their boats and worked their way out to him.

The *Bozer* is a wooden vessel, with a carrying capacity of 500 tons. It is used for the transportation of teachers, physicians, and nurses and in carrying supplies to the native schools of Alaska, which are under the supervision of the Bureau of Education. Many of the settlements in which the bureau's work is located are far beyond the limits of regular transportation and mail service. Some of the villages are on remote islands or on isolated points where only once or twice a year they are brought into touch with the outside world when visited by a United States Coast Guard steamer or by the supply vessel of the Bureau of Education.

Any city or town in Georgia may dedicate and set apart for use as playgrounds, recreation centers, or other recreation purposes any lands or buildings owned by the municipality not in use for some other necessary purpose, according to the laws of Georgia, 1923.

I NSTRUCTION of the people in every kind of knowledge that can be of use to them in the practice of their moral duties as men, citizens, and Christians, and of their political and civil duties as members of society and freemen, ought to be the care of the public, and of all who have any share in the conduct of its affairs, in a manner that never yet has been practiced in any age or nation. The education here intended is not merely that of the children of the rich and noble, but of every rank and class of people, down to the lowest and poorest. It is not too much to say that schools for the education of all should be placed at convenient distances and maintained at the public expense. The revenues of the State would be applied infinitely better, more charitably, wisely, usefully, and therefore politically in this way than even in maintaining the poor. This would be the best way of preventing the existence of the poor.—John Adams.

National Development is Forcing Thrift Upon American People

Habit of Prodigality came Naturally from Abundant Resources and Limited Population. Danger is Recognized and Means are Preparing to Combat it. Thrift Successfully Taught in Schools

By JNO. J. TIGERT
United States Commissioner of Education

WE AMERICANS are a proud people conscious in a high degree of our many strong material traits, but none of us by the broadest possible conceit could think of ourselves as a thrifty people. However immodest we might be in our claims, none would be so reckless as to compare us in frugality with the Scotch or the French or some other peoples. True, there are thrifty individuals, groups, and even races among our population, but as a Nation we are extravagant, wasteful, and careless of our resources as compared with the older nations of the world.

The reason for our prodigality as a people is easily explainable and altogether natural, but this does not excuse or justify it. God has dowered our continent with an abundance of natural resources which, coupled with our vast area of fertile soil lying entirely in a temperate climate, gives to us products of nature unrivaled in any other portion of the earth's crust. When we compare our density of population with Old-World countries, we find that our people are relatively as sparse as our natural products are abundant. Compare England, for example, with the State of Kentucky. About the same in area as Kentucky, England has more than thirty millions of population, while Kentucky has slightly more than two millions. Or compare France with Texas; slightly smaller than Texas in geographical extent, France has a population about ten times as great as the Lone Star State. We have never been compelled to be a careful or thrifty people. We have found it possible to waste much of our wealth and still maintain a higher standard of living and enjoy more luxury than most other peoples.

Magnificent Prodigality and Measureless Bounty

In collecting raw materials for industry it is common for us actually to destroy, ruin, or throw away more of a product than we secure. After this fashion much of the timber of America was cut. We have destroyed more timber by wasteful methods of cutting, by forest fires, by carelessness, and in other ways than we

have ever used. We have denuded our forests, but scarcely thought of the future or reforestation. Many forests in other countries are handled so that the timber cut makes possible a greater growth all the while and the potential supply is not diminished by the cutting. Timber cutting is typical of many other things that we do in this country. With magnificent profligacy and measureless bounty we have pursued our national growth, apparently oblivious that the future will bring a day of reckoning for posterity.

To-day the American people actually spend more money on luxuries than upon the essentials of life. Nearly 30 per cent of the annual expenditures of the American people go for things which are not only unnecessary but some of which are known to be positively harmful and injurious. Only about 25 per cent of our expenditures are for food, clothing, shelter, and other necessities of living.

In spite of all, we have made a material progress that is the miracle of the centuries. Common sense, common reason, and common prudence must compel us to recognize that our present wasteful methods can not be indefinitely prolonged. Our rapidly diminishing natural resources and our constantly increasing population must inevitably bring us to a more rational, careful, and economic development or to national tragedy on a scale more vast than any yet which has visited the many unfortunate peoples of history.

Timely Measures to Avoid Calamity

Fortunately our people are becoming aware of the calamity which the future holds for a profligate nation. Accordingly, conferences have been called to discuss thrift, organizations have been formed to combat waste, campaigns have been waged to educate the people in the ways of economy, books have been published and plans put forward to teach ways and means of saving. These movements are timely and vital to our continued prosperity and national welfare.

The nation can not be otherwise than those who compose its citizenship. If our citizens are wasteful and careless, our national life will eventually disintegrate.

If our citizens are industrious, prudent, and frugal, our Nation will grow stronger and continue its remarkable prosperity. The future of the Nation will rest upon the character of the average citizen. The thrift of the Nation is the thrift of its individual citizens; the extravagance of its citizenship will destroy the national wealth, however great it may be and regardless of the soundness of policies of taxation, expenditure, or administration of the Government.

Thrift in the citizen involves a number of virtues. In some degree, great or small, it involves industry, patience, vision, prudence, self-denial, and ambition. Secretary Mellon has said: "Every boy and girl and every man and woman must have certain assets to achieve success—not material assets alone, but assets of character, and among the most important of these are ambition, industry, personality, and thrift."

No Economic Progress Without Labor

Industry and the desire to work, or at least a willingness to work, is a primary and fundamental characteristic of a thrifty person. No matter how high our ideals may be, unless we are willing to work and struggle to acquire the things of this world, we shall fail. Without the patience and endurance to toil with our hands and brains, there can be no accumulation of economic values. Booker T. Washington's exhortation to his race applies to all our people: "We shall prosper in proportion as we dignify and glorify labor and put skill and intelligence into the common occupations of life."

The origin of thrift and national wealth is found in daily application of the citizens to the production of commodities that will satisfy the needs of society. The school should inculcate and inspire the willingness to work and struggle. Every child, regardless of actual or possible inheritance or favored opportunity, should learn the lesson of industry. James J. Davis, the Secretary of Labor, complains that our schools are literally turning out millions of "armless children." Their hands are skilled in writing, but not in practical arts. This defect in our educational program is rapidly being overcome by the progressive and continuous development of trade and industrial schools.

Train Children to Face Difficulties

Protracted inactivity deadens the ambition and shackles the will. To train boys and girls to apply themselves in the face of difficulties is the greatest benefit that the school can bestow. The Divine injunction, "In the sweat of thy face shalt thou eat bread till thou return unto the ground," must be applied to all.

It is not to be supposed that our people must labor all the time. Certainly there

Portions of an address before the Conference on Thrift Education, Washington, June 27, 1924.

must be time for recreation, amusement, social intercourse, and intellectual as well as spiritual improvement, and yet most of the people must toil much of the time, and all of the people, except those physically and mentally deficient, should learn to do so. No one should oppose the proper restriction of working hours. No one will interpose objection to employing more of the time for improvement as machinery and labor-saving devices are introduced for the economy of man's effort. And yet a "machine-made millennium" in which no one would be required to work would be a dire calamity that would wreck society by stifling ambition and deadening effort. It has been predicted that the time will come when farmers will be able to plant, cultivate, and reap their harvests in a few weeks of the year and thus be able to give nearly all their time to leisure, recreation, and intellectual improvement. It is a serious question just how far this process of labor-saving can be carried, even if such ideas prove practical, without undermining character and ambition.

Schools Teach the Lesson of Saving

Steady toil and persistent industry are the origin of wealth, but thrift implies likewise a wise husbandry and a prudent conservation of the results of labor. Saving is often more difficult than acquiring. Everywhere to-day our schools are teaching the children the lesson of saving. Banks operated by school children are numerous, and few schools fail to utilize the hoarding instinct in children for the development of habits of saving. Some schools succeed in getting 100 per cent of the pupils to deposit, and nowhere have there been failures where proper methods have been employed.



Primary Teachers' Association Celebrates Tenth Anniversary

A meeting of the National Council of Primary Education, celebrating its tenth anniversary, will be held in Cincinnati, February, 1925. Organized with only 12 members, the council has grown until its membership now reaches 3,000.

Reports concerning the status of primary education in the United States have been made each year. Among those most in demand are: Time allotment devoted to hand work in the day's program; Bases of promotion from kindergarten and first grade; The best schoolroom equipment necessary for administering an up-to-date primary school program; and, What constitutes an acceptable day's work in a primary school.

Alta Adkins, assistant superintendent of schools, Hammond, Ind., is secretary of the council.

Modern Foreign Language Study Under Investigation

Researches of Classical League Have Stimulated Like Effort in Behalf of Other Foreign Languages. Leading Professors and Teachers of Languages Join in Supporting the Undertaking. Three Investigators Employed Full Time

By CARLETON A. WHEELER

Special Investigator

ONE OF the striking results of the introduction of new subjects into the curriculum of the secondary schools is the new life which they arouse in the older fields of instruction. That which is most worth while in the established courses stands forth more strongly than before, and much that has lost its usefulness for the present day is the more rapidly discarded.

Present Day Psychology Affects Latin Teaching

An excellent example of this tendency is given us in the classics. Those who have followed instruction in Latin for the past decade in the best schools know how vitally present-day psychology has affected the work of teachers of Latin. With the close of the three years of intensive investigation which the Classical League has just finished and the appearance of the first volume of its report, such a definite and strong impetus has been given to the bettering of Latin teaching that we may well thank those who have been responsible for this quickened thought indirectly by introducing into the curriculum the various vocational studies of recent years.

The classical investigation illustrates, moreover, the present distinct tendency in American education to progress by careful and extended scientific studies of the

problems under discussion in the fields of content and method. It is most natural, therefore, that close upon the heels of the researches of the teachers of the classics should come "The Modern Foreign Language Study," now in the preliminary months of its work.

Bureau of Education is Cooperating

In a later issue of SCHOOL LIFE an outline will be given of the various problems which this national and international study has set itself to consider. The committee on direction and control, made up of a score of the leading professors and teachers of French, German, Spanish, and Italian, and representing all branches of instruction and all sections of the country, are working under the auspices of the American Council on Education and with the cooperation of the United States Bureau of Education.

The main office of the study has been established at 561 West One hundred and sixteenth Street, New York City, and a second office at Ellis Avenue and Fifty-eighth Street, Chicago. Three special investigators are working under the direction of the committee and it is hoped that all modern language teachers who desire to have a share in this extensive study will get into touch with the work.

New Ideas on Teachers' Everyday Problems

To present new ideas on some of the everyday but difficult problems of grade teachers is the purpose of the Teachers' Association of the State Normal Schools of New Jersey in their plan to issue a series of 10 leaflets in 1924-25. These leaflets, for the most part, are prepared by the faculty of the Montclair State Normal School. Each number covers one topic and gives a complete outline of suggestions for carrying out the project.

"Seat Work—a Thinking Process" is the topic of the first leaflet, and the remaining list includes: Economy in Teaching the Primary Number Facts; Poetry Teaching in the Grades; Song Material as Related to Project Teaching; Cultivating Curiosity; Objectives of Geography Teaching in the Intermediate Grades; The Endless Chain within a Tree Bud; The Doll as a Teacher; Around the World in a Classroom; and Growing Professionally, Advertising Our Profession.

Modern Educational Institutions in Palestine

A technical institute has been established at Haifa, Palestine, and was formally opened in April, 1924, according to a report from George Gregg Fuller, American vice consul at Jerusalem. A large attendance is expected by workers of the lower and middle grades in courses in the building trades and mechanical and electrical engineering. Classes are held both day and evening. Hebrew is the language of instruction.

Plans are also under way for a university at Jerusalem, for which three American physicians are helping to organize the medical college with funds raised in the United States.

A Jewish national library has been started for use in connection with the Hebrew university. This library has received generous contributions from both the French and Spanish Governments and already has a patronage of more than 3,000 readers monthly.

Nearly a Million Studying Latin in American Institutions

Report of Investigation by American Classical League. Aggregate Time Given to Latin Greater Than That Given to Any Other Secondary School Subject. Latin Students Surpass Others in General Academic Efficiency.

By JAMES F. ABEL

Assistant Specialist in Rural Education, Bureau of Education

CCOURSES in Latin are enrolling more high-school students than courses in all the other foreign languages combined. The average daily time outside the class now given by Latin pupils to the preparation of their lessons is considerably greater than is required for any other subject in the secondary school. Latin students surpass non-Latin students in the mastery of other subjects, and the superiority seems to be due to something gained from the study of Latin rather than to greater initial ability.

The percentage of secondary schools offering Latin is greater than that of such schools offering any or all other foreign languages, and the percentage of those giving four years of Latin is greater than that of those giving three years of French, the foreign language next highest in enrollment. In addition to the 940,000 young people studying Latin in the secondary schools, 40,000 more are pursuing courses in it in the colleges. Of 609 colleges in the continental United States 606 will accept and 214 require Latin for admission to an A B course. One-half the State departments of education are distinctly friendly to the study of Latin, 15 are sympathetic, 7 neutral, and only 2 unsympathetic or unfriendly.

Teachers in Small Places Lack Preparation

Approximately 22,500 teachers of Latin are employed in the secondary schools, and the demand for well-trained teachers is steadily increasing. In places of fewer than 2,500 population nearly 40 per cent of the teachers of high-school Latin have never gone beyond the secondary school stage in their study of the language. The number of secondary pupils who study Latin is 9.8 per cent fewer than it was in 1914-15, but this is due to the enormous increase in high-school enrollment, and is about equal to the percentage decrease in combined modern foreign language enrollment for the same period.

Greek occupies a much less important place than Latin in secondary and collegiate instruction. About 11,000 high-school and 16,000 college students are studying that language. Only 20 colleges require a knowledge of Greek for admission to an A B course, though 559

will accept it. Eight of the State departments of education are friendly toward the study of Greek, one-half are neutral, and 16 unfriendly.

These are the main facts about the status of Latin and Greek in our secondary schools as they were found in a three-year investigation carried on under the direction of the American Classical League.

General Cooperation Produced Excellent Results

The league, through an advisory committee of 15 members, the General Education Board, 8 regional committees, 48 leading professors of education and psychology, the United States Bureau of Education, the State Department of Education of New York, the College Entrance Examination Board, and 8,595 teachers, mostly of the classics, carried on the work. Educational history records no finer attempt on the part of school people to evaluate fairly some part of their school program and to find ways of bettering it. Interest in the survey has been very keen and the final report eagerly awaited. The first part has recently come from the press. (The Classical Investigation Conducted by the Advisory Committee of the American Classical League. Part 1, General Report. Princeton University Press, Princeton, 1924.)

With nearly a million young people studying Latin, 31 per cent of them for more than two years, it was necessary, of course, to inquire into what good the student may get from a course in that language, what the school should try to give him through it, and how the courses should be planned and carried out to be of the most help to him.

In trying to find out what the aims of the Latin course should be the committee gathered objective data by means of scientific studies, including tests and measurements, and subjective data in the form of expert opinion from experienced secondary teachers of Latin, teachers of various other subjects, and professors of education and psychology. The final simplified list of aims that are considered valid, since they express the advantages that students derive from a course in Latin, include: Greater ability

to read and understand Latin and to understand those elements in English related to Latin; greater ability to read, speak, and write English and to learn other foreign languages; development of correct mental habits, of an historical and cultural background, of right attitudes toward social situations, and of literary appreciation; gaining a knowledge of the simpler principles of language structure; and improvement in the pupil's written English. Mere ability to read new Latin after the student leaves high school or college and increased ability to make formal logical analyses are not considered as proper aims of the course.

To answer the question "What should be taught in Latin in order to benefit the student most in the things set out in the aims?" the committee again made use of a large number of tests and measurements and the opinions of experienced teachers. In the general recommendations as to what the course should be, "reading Latin" is defined as understanding thought directly through Latin as it stands, without translation into English. Much of the time in the first three semesters should be given to reading large quantities of well-graded easy Latin, so selected as to help the pupil gain a power to use and think in the language and at the same time give him a knowledge of the history and life of the Romans. Formal study of the vocabulary and grammar of the language, the committee reports, should be considerably reduced in amount and so arranged as to assist in developing power to read and understand Latin. Practice in writing Latin should be continued throughout the first three years of the course. Teachers should be allowed freedom of choice in the authors to be read, so that they may select the material they think best suited to bring the historical and cultural benefits of Latin to their pupils.

Transfer of Training Fully Discussed

Judging the best methods of teaching Latin brought up the old question of formal discipline and of transfer of training. The possibility of transferring good mental habits, right social attitudes, and independent application of facts and processes acquired in the study of one field to achievement in another field is generally recognized. Moreover, pupils may be taught to increase the amount of transfer.

The position of the committee is that in teaching Latin both teacher and pupil must have continued practice in developing habits of generalization and consequent transfer, first, by training in a desired habit or trait; second, by putting those habits or traits in their most generally usable form; third, by teaching the pupil to apply them to situations not connected with Latin; and, fourth, by creating strong motives for the transfer

to some particular field or fields. A habit or trait repeatedly applied to other fields may become automatic. The committee believes that habits of mental work, tendency to neglect distractions, ideals of thoroughness, accuracy and precision, and right attitudes toward study are some of the mental traits that may be acquired through the study of Latin and transferred to other lines of endeavor. Specific directions as to the teaching methods to be used in attaining these ends are given in the report.

Are secondary students of Latin stronger in other school subjects than those students that do not enroll in the Latin courses? If they are, is the difference due to native ability or to something in the study of Latin itself? The committee gathered a large body of evidence from the reports of classical and non-classical pupils to determine the answer to these questions.

More Latin Means Greater Superiority

The records of 10,000 candidates for college entrance made in the 10-year period 1914-1923, inclusive, show that the Latin students do better by about 13 per cent than the non-Latin students in all subjects outside of Latin and Greek, and in general the greater the amount of Latin studied the greater the superiority. Three tests made to determine the reason for this superiority indicated that of the 13 per cent about 2 per cent or 3 per cent was due to initial ability and 11 per cent or 10 per cent to something in the study of Latin. The advocates of formal discipline seem to have been right about the disciplinary values of Latin.

This report of the Classical League will undoubtedly be a classic in educational investigations. The care, thoroughness, and impartiality with which it has been carried on, the spirit of scientific inquiry which has animated it, and the moderation and reasonableness with which the conclusions have been drawn, all commend it as a remarkable project.

The findings will come as a surprise to many who have thought that the classical languages are fast disappearing and should disappear from our schools. The study of Greek is disappearing, but to find more students of Latin than of all other foreign languages combined giving more hours a day to Latin than to any other high-school subject does not argue any decrease in vital interest in the classics. Neither can one safely say that the subject which attracts the pupils of higher initial ability and the study of which gives them something that greatly increases their superiority should be dropped from the curriculum. The proponents of a study of the classics are in a stronger position now than they have been for many years.

New School of Citizenship and Public Affairs

Syracuse University Announces Endowed School as Integral Part of Liberal Arts College. Instruction for Entire Student Body in Fundamental Ideas of Citizenship. Graduate Studies Lead to Master's Degree

TO PROVIDE the entire student body with broad training and preparation for the duties and practice of citizenship is the chief object in the specially endowed school of citizenship and public affairs opened at Syracuse this year as an integral part of the liberal arts college. It is the purpose of the founder of the school to impress upon university men and women the responsibility of becoming and producing well-informed and competent leaders in public affairs, to assist in training teachers for the high schools and colleges in modern methods and material of instruction in government, and to prepare selected men and women for careers in civic administration and research and for an intelligent official relation to the general public and modern public organizations, local, State, and national.

To acquaint freshmen in as simple a manner as possible with what government is and the way in which it works, to arouse an interest in public affairs, and develop a sense of responsibility for exercising leadership is the general aim of the basic or fundamental course given in the first year of the school.

Intensive Study of American Government

A more intensive study of American government is arranged for the junior year. Important state papers, the presidential and gubernatorial messages, and the great debates of American history are sources of forum discussions.

More technical in character are the courses offered in the junior year. Political parties, European governments and foreign relations, and constitutional and international law are the subjects covered. They are treated in a more intensive way than in the earlier years, but the general method of approach is the case or problem method.

In the senior year an attempt will be made to show the relation between the course of development in political action and the underlying principles of political philosophy. Practical problems of government and psychological aspects of politics are included in this year's work. A seminar will be conducted in the investigation of these problems and the administration of government generally. An original thesis on some practical phase of administration will be expected of students in the seminar and a considerable amount of field work will be required of each majoring student. On completion of the course the regular degree of bachelor of science will be conferred.

Provision has been made for graduate study leading to the degree of master of science. Official surveys in local, State, and National Government will furnish the basis for theses. In graduate work the school at Syracuse will be affiliated with the National Institute of Public Administration of New York City. A fellowship fund has been provided for graduate students of marked ability.

Child Health Demonstration for the West

A child health demonstration has been arranged by the American Child Health Association in Marion County, Ore. The county is rural, its population 90 per cent American born, and its crops so varied as to indicate a greater variety and stability of resources than in a one-crop or one-industry community. With the well organized and expanding Extension Division of the University of Oregon, the Oregon Agricultural College and Oregon Normal Schools, it seems reasonable to expect the effective spread of whatever sound standards, methods and procedure the demonstration may develop.

What the American Child Health Association is trying to do is to develop a sound community health program which the average community can carry on permanently. It should provide for health service beginning with the prenatal period

and extending to adult life, and for all general health measures affecting the health of the community's children. In Marion County it is the purpose to make this program give special consideration to western needs and western conditions.

In some counties in Alabama children receive nine months' schooling in both elementary and high schools, but in other counties in the same State children have only four and a half months in poorly equipped schools, often taught by only one teacher. J. T. McKee, of the State Normal School at Florence, writing for the Alabama School Journal, decries this situation and makes a plea for equal opportunity in education.

Landscape architecture, introduced this year in Kansas State Agricultural College, has attracted a large enrollment. The course leads to the degree of bachelor of science in landscape architecture.

• SCHOOL LIFE •

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Editor - - - - - JAMES C. BOYKIN
Assistant Editor - - EDITH F. HOLMES

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DECEMBER, 1924

Teach the Constitution in the Schools

HOW MANY Americans give serious thought to the Constitution of the United States, its significance, and the reasons for its adoption? What did the framers of the Constitution have in mind? There is a widespread belief among many of the uninformed of our citizens that the Constitution of the United States somehow impairs the rights and privileges of individual citizens and transfers them to some group or groups of bureaucrats in Washington.

All students of the Constitution and its formation know that the deepest concern of the framers of that remarkable document was to devise an instrument that would forever protect and preserve the rights of the States and their citizens. The tendency of too much government in the past has been toward tyranny and despotism. The tendency of too little government was always toward mobocracy and anarchy. To find a balance of government which would, above all things, preserve individual and State rights without the possibility of ever becoming autocratic, while at the same moment having sufficient power not to lapse into anarchy, was the task that the framers of the Constitution faced. The old Articles of Confederation vested no power in the central government, with the result that it was only an object of contempt and conditions were little short of anarchy.

The result of the work of the framers of the Constitution was successful beyond any human expectation. It is difficult to account for it except on the postulate that it was inspired by more than earthly wisdom. Aside from the Holy Scriptures themselves, no other written instrument in the history of the race can compare with it in form and excellence. Even though it can not perhaps claim Divine inspiration, it is well known that the convention which framed the Constitution made little progress until the philosophical Franklin suggested that Divine guidance be invoked. No wonder Gladstone called it "the greatest piece of work ever struck off at a given time by the brain and purpose of man," and that Pitt said "It will

be the wonder and admiration of all future ages and the model of all future constitutions."

The chief difficulty in getting the Constitution adopted was the fear that the Government created by it might invade the rights of individual citizens, and it was only adopted after it was agreed that certain amendments should be submitted to the First Congress which would preserve these rights. Accordingly, 10 amendments, which are regarded as a part of the original instrument, were adopted at the First Congress and are known as the "Bill of rights." They include specific protection of the natural rights of citizens and hence set up a machinery which protects them from encroachment on these rights by the Government. These rights include freedom of religion, of speech, of the press, the right of petition, and freedom from search and seizure of property without proper warrant, the right of trial by jury, equal protection under the law for all citizens, and compensation for private property taken for public use.

The Constitution of the United States, therefore, not only does not impair the birthright of the citizen, but it is his chief protection against invasion by the Government or any branch of it.

But we can not expect to receive the benefits of our form of Government without fulfilling our obligations and duties as citizens. Ours is not a monarchy where one man rules or a despotism where a small group governs. In this country it is the business of all the people, men and women, to participate in the Government. The economic and political questions we are asked to express our opinion about to-day are very complex—more complex than ever before in our history. If we place our ballot in the ballot box or otherwise exert our influence on members of the legislature and persons in official positions without basing our opinions on some knowledge and information concerning the questions at issue, we do not act intelligently. We are not helping to solve these questions if we vote and help to formulate public opinion without knowing anything about what we do.

What is the answer to this situation? Some of the privileges which come to us as a result of our Constitution and laws have been emphasized. But equally true is the fact that the success of the Constitution and laws depends on education—upon education sufficiently widespread and thorough as to enable all the people to use the Government established under the Constitution wisely and intelligently. In other words, popular education is the basis, the very foundation stone of a successful democracy. We must educate our citizens or be ready to give up our ideal of popular Government.

In this process of popular education one of the first steps is the study of the Constitution itself in the schools. At the present time, according to the information which has come to the Bureau of Education, 28 States have enacted laws requiring that the Constitution of the United States be taught in the schools. Doubtless in all the other States also the teaching of the provisions and principles of the Constitution is required by local regulation or custom. It is clear, therefore, that the crisis of the World War made us all appreciate more deeply the blessings of our democratic form of government.

And, then, how about those millions of immigrants who have come to this country during the past 20 years? They came to America because it is the land of opportunity; but some of them have not realized that America is the land of opportunity only because our form of government makes it so. We must teach them. We must establish evening classes in the public schools and other places where they may learn their obligations and duties as citizens as well as the benefits which they secure in our country.

There are many other people, perhaps many millions, in the United States who do not know what is in the Constitution. How long is it since the average American has read it? Yet, it would take only a few minutes to do so, and the adult who reads it in the light of the experience of his life will find some meanings in it that he never appreciated before.



Interest in Public Education a Measure of Patriotism

PATRIOTISM in times of peace finds its highest expression in America in the support of public education. All that the Nation is and all that it will become depends upon the extent to which knowledge is diffused and upon the character of that knowledge. Zeal for the welfare of the country is, properly, inseparable from zeal for education.

That theory of national education which would give high culture to a favored few and little or nothing to the masses of the people is wholly unsuited to the spirit of the American Republic. Every citizen of the United States bears through his ballot responsibility in the conduct of public affairs equal to that of every other citizen.

Education must be provided for every individual according to his capacity, and that mental training which comes from purely academic study is but the beginning of it. Recognition of the rights of others not only in theory but in practice;

knowledge of the structure of our Government and of the possibilities and proper limitations of governmental action; understanding of the interdependence of each nation upon the others and of every class of our people upon every other class; and, above all, that intangible thing which we call "character"—all these must be included in the objectives in the education of citizens of a democracy if it is to endure.

Equal opportunity must be provided for such training without regard to social condition or any other consideration. Only by the maintenance of a complete system of public education can this equality of opportunity be assured. The crowning glory of the Nation is that every State does maintain such a system. It is in turn the duty of every citizen not only to uphold his State in maintaining its schools, but he must go to the limit of his ability in supporting every reasonable development which will extend the opportunities of his fellow citizens for advancement. To fail in this is to fail in patriotism.

Education offered without cost to the children of all the people, extending from the primary grades through the university, constitutes America's distinctive contribution to civilization. No other country has a system of public education so fully developed. Americans are thoroughly accustomed to it, and the present generation finds difficulty in understanding any other condition.

Yet it has not always been so. In the early days of the Republic it was frequently argued that it was as equitable to take a man's ox to plow another man's field as to tax one man to pay for educating the children of another. Unfortunately that idea has not been entirely overcome even now. When the free textbook system was first advocated, arguments of that sort were freely brought forward. "Why," it was said, "should a taxpayer be required to contribute to the purchase of books for another's children?"

Similar objections still arise when it is proposed to provide playgrounds, to build new high schools for the crowding applicants or to establish local junior colleges for avoiding the necessity of sending young people prematurely from home to the State universities, and for enabling those institutions better to attend to the needs of mature students.

All these and more are essential to the scheme of equal opportunity for the children of all the people, and therefore essential to the progress of the Nation. To support them is to support the best interests of the country and to give evidence of patriotism of the most practical and effective sort.

Physical well-being of its citizens is of utmost concern to the State and to the

Nation. Some of the world's greatest minds have been in frail bodies, and all about us are men who have overcome physical pain to do their part in the world's affairs. Notwithstanding these exceptions, the strength of any nation depends so far upon the strength of its citizens that it is the patriotic duty of each one of us not only to look to his own health and vigor but to contribute to the maintenance of physical strength in his compatriots.

The time has long gone by when an elementary education was enough to give sufficient mental equipment to meet the duties of life. High-school training is required of artisans, and college education is not too much for clerks. The standards of life steadily rise and men habitually demand for their children greater educational advantages than they themselves enjoyed. Competition between individuals and between nations constantly increases. Our people must be prepared for it and our educational institutions must be extended to meet the need.

Let us avow allegiance to the flag without ceasing; let us recite at every opportunity the glorious achievements of our armies and navies; let us declare to all the world the proud place which the United States of America occupies among the nations of the earth in all that relates to material progress.

But let us not forget that these are dependent upon earnest effort on the part of individual communities, and that the Nation's greatness can continue and increase only by trained efficiency in the mass of its citizens. To contribute to that efficiency by maintaining popular education in its best form is the patriotism that counts for most.



Unusual Privileges Granted to Finnish University

Helsingfors University, Finland, enjoys the following privileges: (1) No taxes, payments, or fees; (2) the free importation for its collections of objects of natural history, art, and antiquity, also ethnographic and other objects; (3) the exclusive right to publish for sale or distribution among the people, directly or indirectly, almanacs and calendars in Finnish and Swedish; (4) the privilege of keeping a chemist's shop of its own in Helsingfors; (5) the privilege of getting, free of cost, copies of any printed matter appearing in Finland; (6) the privilege of getting, free of cost, one silver and one brass copy of any medal coined in Finland and one copy of any coined money or printed bank note.—*Barton Hall, American charge d'affaires, Helsingfors.*

To Encourage Cooperation With School Officers

Cordial and unrestrained cooperation with school officers and teachers is essential to the highest success of parent-teacher associations. Even more; without that cooperation the association is likely to produce discord and, consequently, actual harm to the schools whose interests they are designed to promote.

In order to help parent-teacher associations to inform themselves before they begin a campaign in any phase of school betterment, the United States Bureau of Education has planned a series of "home education letters" to be issued monthly for the use of these organizations.

Four of these letters are already in circulation and are entitled: No. 1, Suggestions for Parent-Teacher Associations; No. 2, Ten Questions a Parent-Teacher Association Should Ask Itself Before Beginning a Campaign for the Health of School Children; No. 3, What Parents Should Look for in Visiting the Schools, and No. 4, Ten Questions a State Parent-Teacher Association Should Ask Itself Before Beginning a Campaign on School Legislation. The next letter will appear directly and is entitled: No. 5, The Parent-Teacher Association in Rural Communities.*



Czechoslovakian Ministry Offers Subvention for Adult Education

Renewed encouragement for educational courses for adult women has been offered by the Czechoslovakian Ministry of Education. The program of the courses is expected to comprise: (1) Civics, (2) pedagogy and self education, (3) hygiene, and (4) domestic science. It is provided that the lessons shall cover at least 24 hours in all and that they shall be arranged on Sundays in the winter. The lecturers must be experts in the subject matter that they teach and the lessons must be in the form of discussions. The Ministry of Education offers a subvention of 800 Kc for each approved course, provided its organizers do not already receive support for adult education in the community.—*Emanuel V. Lippert.*

NEXT to the mother, the school teacher molds the Nation's youth, and the youth of to-day determines the Nation's destiny to-morrow. All honor and encouragement, therefore, to the faithful, unselfish guardians and instructors of our future citizens.—*Lawrence C. Phipps.*

Measures Affecting Education Determined in Recent General Election

Constitutional Amendments Proposed in Many States Relate to Taxation. Measures in Michigan and Washington Designed to Eliminate Private Instruction Defeated by Heavy Votes. State Publication in Colorado Defeated. A Few Typical Bond Issue and Charter Amendment Votes Described

By EDITH A. WRIGHT
Editorial Division, Bureau of Education

SUMMARY OF RESULTS

Alabama

Constitutional amendment No. 3.—Provides constitutional authority for the collection of a 2-mill school tax in Mobile County. *Passed.*

Constitutional amendment No. 5.—Authorizing a tax not to exceed 5 mills for school purposes in Moulton, Town Creek, and Landersville school districts in Lawrence County. *Passed.*

Jefferson County (local).—School bond issue (\$500,000) to be used for schools in the rural sections of the county. *Passed.*

California

Constitutional amendment No. 13.—Provides for a levy of an annual poll tax of not less than \$5 on male adults between 21 and 50 years of age, except those paying real or personal property taxes of not less than \$5 a year, and also ex-service men, the insane, etc. Returns from the tax to be applied to the schools. *Defeated.*

San Francisco charter amendment.—Proposition 37, authorizing supervisors to establish retirement system for teachers in school department. *Passed.*

San Francisco charter amendment.—Proposition 42, providing for a tax levy for playgrounds, authorizing an addition to the tax rate of not less than 5 cents nor more than 7 cents for playground commission. *Passed.*

Colorado

Constitutional amendment No. 1, initiated.—Provides for the establishment of the office of State printer and a printing building commission, prescribing the powers and duties thereof, and making a tax levy to carry out the purposes of the amendment. *Defeated.*

Florida

Constitutional amendment.—Creating special school tax districts with authority to issue bonds up to 20 per cent of the value of the taxable property in the district. *Passed.*

Constitutional amendment.—Authorizing the legislature to provide a uniform rate

of taxation and special tax rates on intangible property not to exceed 5 mills on the dollar and to exempt from taxation property owned for municipal, educational, scientific, literary, religious, or charitable purposes. *Passed.*

Kansas

Constitutional amendment No. 2, tax amendment.—"The legislature shall provide for a uniform and equal rate of assessment and taxation, except that mineral products, money, mortgages, notes, and other evidence of debt may be classified and taxed uniformly as to class as the legislature shall provide." *Apparently passed.*

Kentucky

Louisville (local).—Bond issue (\$750,000) for parks and playgrounds. *Defeated.*

Louisiana

Constitutional amendment No. 1.—New Orleans school tax amendment, authorizing the school board to increase the percentage of assessed valuation of property on which taxes can be levied. *Defeated.*

Constitutional amendment No. 5.—"Caddo school amendment." (Increases local school tax.) *Passed.*

Constitutional amendment No. 6.—"Sabina school amendment." (Increases local school tax.) *Passed.*

Massachusetts

Referendum.—To ratify an amendment to the Federal Constitution prohibiting the employment of children in industry. *Defeated.*

Michigan

Constitutional amendment No. 1.—Amendment to Article XI of the constitution: "Section 16. From and after August 1, 1925, all children residing in the State of Michigan between the ages of 7 years and 16 years shall attend a public school until they have graduated from the eighth grade. Section 17. The legislature shall enact all necessary legislation to render said section 16 effective." *Defeated.*

Constitutional amendment No. 2.—Authorizing the enactment of an income tax law. *Defeated.*

Missouri

Constitutional amendment; initiative proposition No. 8.—Providing for the exemption from taxation of certain property used exclusively for religious worship, and property including endowments or income used exclusively for educational or charitable purposes or for agricultural or horticultural societies not formed for profit. *Passed.*

Montana

Constitutional amendment; chapter 97.—Relating to qualification of county superintendent of schools and school district officers. Amended to read as follows: "Section 10. All persons possessing the qualifications for suffrage prescribed by section 2 of this article as amended and such other qualifications as the legislative assembly may by law prescribe shall be eligible to hold the office of county superintendent of schools or any other school district office." *Passed.*

Constitutional amendment; chapter 134.—Provides for the acceptance and administration by the State of gifts, etc., for the creation of State permanent revenue fund, for the creation of a State permanent school fund, permanent revenue fund for the University of Montana, etc. *Defeated.*

Code amendment; initiative No. 28.—Metal mines tax law. Provides for a metal mines license tax, a tax on the gross production of the metal mines. *Passed.*

Nevada

Constitutional amendment No. 3.—Proposes to divert all fines collected under the penal laws of the State from the general school fund to other funds. *Apparently defeated.*

North Dakota

Initiated measure; tax law.—Relating to revenue and taxation; reducing and limiting the taxes, revenues, and expenditures of all departments of government, including State, county, city, village, township, school district, and park district. *Defeated.*

Ohio

Columbus (local).—School levy of 2.4 mills to be used in continuing the local

school program for the next three years. *Passed.*

Dayton (local).—School-tax levy for an additional levy of taxes for the purpose of providing the necessary funds with which to operate the schools of said district, not exceeding 2 mills for not to exceed five years. *Passed.* School bonds issued in the sum of \$4,000,000 for providing funds with which to purchase, erect, and furnish schoolhouses and enlarge, repair, and furnish existing schoolhouses. *Passed.*

Sandusky (local).—Continuance of the 3-mill school-tax levy. *Passed.*

Youngstown (local).—Renewal of the 1.6-mill tax levy for schools. *Passed.*

Oregon

Constitutional amendment; voters' literacy amendment.—To amend section 2 of Article II of the constitution by adding to the qualifications of voters the requirement that they shall be able to read and write the English language and authorizing the means of testing the ability of such citizens to read and write the English language to be provided by law. *Passed.*

Pennsylvania

Easton (local).—School bond issue for \$270,000. *Passed.*

Harrisburg (local).—School loan for \$1,750,000. *Passed.*

Hummelstown (local).—School loan of \$63,000 for building a new school. *Passed.*

South Carolina

Constitutional amendment.—A joint resolution proposing amendment to section 1, Article II, of the State constitution, by providing a four-year term of the State superintendent of education. *Returns not yet available.*

Constitutional amendment.—A joint resolution proposing an amendment to section 5, Article XI, of the constitution, relating to the area of school districts. *Returns not yet available.*

Constitutional amendment.—A joint resolution to amend section 6, Article XI, of the constitution, relating to an annual levy of 3-mill tax for school purposes in the State. *Returns not yet available.*

State bond issue.—Bond issue of \$10,000,000 for State educational, penal, and charitable institutions. *Defeated.*

Washington

Initiative measure No. 49.—Compelling children between 7 and 16 years of age to attend the public schools, and prescribing penalties. *Defeated.*

Initiative measure No. 50.—Relating to the taxation of real and personal property and limiting the aggregate annual rate of levy thereon for general State, county, municipal, and school district purposes to 40 mills. *Defeated.*

Wyoming

Constitutional amendment No. 1.—Authorizing the levy of a severance license tax on mines and mining claims. *Defeated.*

Constitutional amendment No. 2.—Authorizing the application of 33 $\frac{1}{3}$ per cent of royalties arising from lease of school land to the support of public schools. *Passed.*

SIGNIFICANCE OF THE NEW PROVISIONS

Alabama

If amendment No. 3 to the constitution of Alabama had not been passed, the 2-mill school tax, which has been regularly collected in Mobile County, would have had to be abandoned.

Colorado

The constitutional amendment providing for the establishment of the office of State printer was condemned by two educators, the president of the University of Colorado and the president of the Colorado Agricultural College, who would have become members of the proposed State textbook commission had the amendment been adopted.

Florida

As a result of the constitutional amendment to Article 12, a special election on a \$1,000,000 school-bond issue in the Tampa special school tax district will probably be called within a short time by the board of public instruction of Hillsborough County. An extensive building program is needed to relieve the congested school-housing situation in the city.

Kansas

The tax amendment to the constitution was apparently carried. The returns so far show 87,296 votes for the amendment and 65,670 against it. It is claimed that this amendment will increase the revenue of the State and make possible better support of schools, roads, etc.

Louisiana

The New Orleans school-tax amendment, which was defeated, was favored by the school board forces. The objection urged against the amendment by its opponents was that instead of providing increase in the rate of taxation the amendment gave the New Orleans school board the authority to increase the percentage of assessed value of property on which taxes could be levied. Although the measure affected only New Orleans, the vote of the entire State was required. The home-rule argument was another reason for opposing it,

opponents claiming that it was a question for the city to vote upon and not for the entire State.

Massachusetts

The Massachusetts referendum to decide whether the State shall ratify the child-labor amendment to the Constitution of the United States met with overwhelming defeat. Active campaigns were waged on both sides, and the vote on the question was large. The referendum was defeated by more than 400,000 majority; 696,119 votes were cast against the measure; 247,221 votes for it.

Michigan

Michigan electors for the second time overwhelmingly defeated the proposal to close the private schools of the State. Had the amendment been passed, every primary and grade parochial, denominational, and private school in the State would have been closed.

It is claimed that the income tax law amendment, had it passed, would have very materially reduced the primary school interest fund by causing a reduction in the rate at which public utilities could be assessed. The uncertainty of the effect of this amendment on the State revenue for schools was such that for the protection of the school fund the measure was opposed.

Both of these measures were overwhelmingly defeated. With approximately four-fifths of the vote counted, the returns on the school measure were 326,274 for and 625,359 against the measure. The returns on the tax measure were 162,014 for it and 714,585 against it.

Montana

Constitutional amendment, chapter 97, deals with the question whether or not county superintendents of schools shall be required to have professional training. There is no such requirement now. This measure gives the legislature the power to prescribe the qualifications of county superintendents.

Constitutional amendment, chapter 134, was attacked on the ground that within its provisions there is a section whose effect will be further to increase taxation. Section 9 provides: "The legislative assembly may provide other and additional ways and means for beginning or increasing the fund created or authorized in this article."

The mines tax amendment was adopted by more than 12,000 votes on returns from 1,087 precincts. It is said to be probable that an attack will be made upon the constitutionality of the measure in the courts of the State. By the provision of the act one-half of the total receipts from the tax goes to the support of the schools. The estimated income from the tax is \$500,000. This measure

had the indorsement of the executive council of the Montana Educational Association.

Nevada

Incomplete returns from 11 of Nevada's 17 counties indicate that constitutional amendment No. 3, which was vigorously opposed by the State superintendent of public instruction and the Nevada Education Association, was defeated by a two-to-one vote. The amendment proposed to divert all fines collected under the penal laws of the State from the general school funds to other funds without providing any means to reimburse the general school funds. It also proposed to deprive the legislature of the power to prescribe how State school funds should be invested and restrict investments to such securities as are named by the constitution. The amendment was opposed on the ground that it took away school funds without the possibility of compensating the State school fund for the loss, because of the limitation of the State school tax to 2 mills contained in article 22, section 6. In effect it limited the support and maintenance of the university and the common schools to the 2-mill tax.

North Dakota

The tax law, known as the Gunderson bill, called for sharp tax reductions, especially for the schools of the State. It was claimed that this bill would cut 25 per cent from the amount spent on schools in 1923. Opponents argued that the measure was unfair inasmuch as the voters at large do not know local conditions and therefore can not tell whether such forced reduction is reasonable.

Ohio

The school levy of 2.4 mills for Columbus is a substitute for the 3-mill levy voted five years ago, which expires next summer.

The new school-bond issue in Dayton means new school buildings, new additions to old buildings, and adequate housing for all the children.

The passage of the 3-mill tax in Sandusky was a necessity in order that the schools be allowed to continue without serious interruption. A levy was passed in 1920 for five years. This levy expires before the next election.

Youngstown voted approximately \$533,000 yearly for school-operating expenses when they passed the renewal of the 1.6-mill tax. Because of the extensive building program anticipated during the next five years the renewal of the 1.6-mill levy was necessary for maintaining these new schools. The present school rate, through the renewal, remains at \$7.05, with an additional \$3 for building purposes, provided in a levy two years ago, which runs for four years.

Pennsylvania

The school loan of \$1,750,000 for Harrisburg is designed to complete the William Penn High School, now building, at a cost of \$550,000, and to erect and equip the John Harris High School, at a cost of \$1,200,000.

South Carolina

Numerous proposals, comprising about 50 amendments to the basic law of the State, were submitted by the general assembly to the electorate of South Carolina, but on account of the confusion in the ballot, the counting of the vote has been difficult and the final returns are not yet known. Four-fifths of the proposals are to allow school districts, counties, or municipalities to increase their bonded indebtedness beyond the limits fixed by the State constitution. The State bond issue was defeated by an overwhelming vote. The amendment providing for a four-year term for the State superintendent of education is still in doubt. The advocates of the amendment claim that better service will result from a four-year term.

The amendment to section 5, Article XI, apparently applies to Pickens County and is to allow the general assembly to fix the school districts there without respect to the general conditions named in the constitution.

The amendment to section 6, Article XI, concerns the 3-mill school tax. Tax reformers urge its repeal. They claim that the constitutional 3-mill school tax is one of the chief obstacles to tax reform. Opponents of the amendment say that the abolition of the 3-mill tax would accelerate the development of a policy relative to taxation for schools which they regard as unsound.

Washington

Initiative measure No. 49, which was overwhelmingly defeated, would have made it mandatory that parents and guardians of children between the ages fixed in the act send these children to public schools for the full time such schools are in session. It provided heavy penalties for failure to do so. It was claimed by its opponents that it would place an additional heavy burden upon the taxpayers.

Initiative measure No. 50, also defeated, declared that all tax levies should not in any year exceed 40 mills on the dollar of assessed valuation, which assessed valuation should be 50 per cent of all true and fair value of any such property in money. It also declared that the taxes levied should be limited so that the State for all purposes should not make a levy of more than 5 mills on the dollar,

the county not to exceed 10 mills, including the county school fund, the school district not to exceed 10 mills, and the levy of a city or town not to exceed 15 mills.

The measure carried a proviso that the limitations imposed should not prevent the levying of additional taxes to pay the interest on principal on outstanding bond issues by State, county, city, or school district, nor prevent any increased assessments through special elections, which are provided for. The opponents of this measure claimed that its passage would spell ruin for the common schools and mean that the University of Washington would have to close its doors. Total taxes in the State now average 71 mills. The total tax reduction in the State's income would approximate \$30,000,000 under the 40-mill plan. The measure was opposed by the State branch of the National Congress of Parents and Teachers and by the Washington Educational Association. A similar tax limitation law in Ohio was repealed in 1923.



Bureau of Education's Latest Publications

The following publications have been issued by the United States Bureau of Education during the past month. Orders for them should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated:

Biennial survey of education, 1920-1922. Vol. 1. 773 p. (Bulletin, 1924, no. 13.) \$1.

List of books for a teacher's professional library. A classified list of 100 titles. 15 p. (Teachers' leaflet no. 17.) 5 cents.

List of references on rural life and culture. 12 p. (Library leaflet no. 26.) 5 cents.

Quest of youth. A pageant for schools. Hazel Mackaye. 102 p. (Bulletin, 1924, no. 33.) 10 cents.

CONTENTS.—Pt. I.—1. "The Golden Age." 2. Early Chinese education. 3. Early Hebrew education. 4. Education in Greece. 5. Education in Rome. 6. Early Christian education. Pt. II.—1. Education during the Renaissance. 2. Education in England. 3. The little red schoolhouse. 4. School of to-day.

Statistics of universities, colleges, and professional schools, 1921-22. Advance sheets from the Biennial Survey of Education, 1920-1922. 161 p. (Bulletin, 1924, no. 20.) 20 cents



An exhibition of Chinese achievement in art and culture has been arranged by Columbia University. The exhibit will be open to the public from November 14 to December 13.

Some of the Problems which Concern the Land-Grant Colleges

Recent Setbacks to Agriculture Have Caused Diminution in Enrollment in a few Institutions. Agricultural College Students Usually Remain in Agricultural Work. Three Subjects Which Deserve Emphasis

By **RAYMOND A. PEARSON**
President Association of Land-Grant Colleges

DECREASE in agricultural enrollment is a recent problem in a few land-grant institutions. In others there have been increases. This is not an unnatural happening. Agriculture as an industry has not been prospering these past few years. We are told that more than 1,000,000 farmers have left the farm and taken up work elsewhere. Whatever the ups and downs have been in other occupations, this large number of farmers and their sons and their other help have turned away from agriculture. This has aided the readjustment. But it is a mistake to think that the future of agriculture in the United States is insecure. It is a mistake to think that education in agriculture will not yield good returns. We can only express our regret that a few young men who are adapted to farm life and would be a credit to farm life have been lost to us because they and their advisors have misinterpreted the agricultural situation.

Trained Farmers to Meet Trained Business Men

No one believes that all of the 6,000,000 farmers of the country should be college graduates, but at least a few of them should be. With a very much larger number of persons in agriculture than in business, it is fair to say there should be at least as many college graduates on farms as in stores and banks and offices. It is unfortunate in an agricultural State to see college courses in commerce filling up and overflowing, while those in agriculture remain stationary or even decrease in attendance. When the farming class does not possess as many highly educated people as the class with whom they do business, then farmers will have gone a long, long way toward peasantry, with all the impositions on the farmers that the word means in its worst sense. Agricultural prosperity will return. Agricultural enrollment in the colleges will regain its losses. It may come back with a great rebound. Our attendance problem is likely to become the problem of caring for a large increase of agricultural students.

In connection with agricultural enrollment, two points should be clearly understood by the public. The first is that

the great majority of agricultural students remain in agricultural work after securing their college education. The second point is that all students who have taken an agricultural course should not be expected to engage in agriculture. It is all right, in fact it is desirable, occasionally for an agricultural graduate to secure additional preparation and enter upon other work outside of the recognized agricultural and allied fields, such as teaching agriculture in colleges and schools and agricultural journalism. We are glad to see an occasional agricultural graduate going into banking or business or preaching or Government service whenever the work to be performed relates especially to farmers and farm communities. Some agricultural graduates have found their places in these outside lines of work and are succeeding and are rendering valuable service to the farmers with whom they deal. More of this kind of trained service would be a benefit to the country.

How May Service Be Enlarged?

The most natural question to arise in this annual meeting of official delegates from all land-grant colleges and universities is as to how our institutions might more fully care for the responsibility that rests upon us. This question relates to both the present time and the future.

Three subjects may be suggested upon which land-grant institutions should place special emphasis. They are not new nor strange and they do not require extended discussion, although hours could be given to them.

Permanent Agriculture

First, the development of a permanent agriculture. This is important to every citizen. It means profitable agriculture and good farm homes, owned by the occupants. Progress is being made with the aid of better farm practice, farm machinery, rural mail delivery, telephones, automobiles, good roads, consolidated schools, reading matter, and radio. But we still mine the soil, tenancy increases, organizations do not function as they should, rural schools serve the town rather than the country, and agriculture does not occupy the position of leadership that it deserves.

Men and women with the best minds will not remain in an occupation that fails to show profits and other advantages fairly equivalent to what is offered elsewhere.

Our late Secretary of Agriculture, Henry C. Wallace, was an active advocate of a well-rounded farm life resting upon a profitable agriculture and including good homes where sturdy people would thrive and learn to think independently and with clearness. He favored the development of a permanent agriculture. This is no selfish move. It will come finally through the efforts of organized farmers, well supported by other agencies, especially the land-grant colleges. If the public should object to the cost, it is only necessary to remind them of their dependence on agriculture for food, clothing, raw materials, business, and, most of all, new people with fresh blood to keep up the ranks of those in the great business and industrial centers who are failing to maintain their own numbers.

Natural Resources

The second subject deserving more earnest attention is the conservation and proper use of our natural resources. The wealth, safety, and life of a nation depends upon its natural resources. Every person is concerned.

This problem should be adopted as one of our own. It matters not how many others are working on it. Sufficient progress has not been made. The United States Department of Agriculture and the Geological Survey could do more effective work in protecting natural resources if the land-grant institutions were actively and aggressively interested from both the research and educational standpoints. The best information on natural resources should be found in our institutions; also, the highest appreciation of their value and the keenest realization of the importance of conservation.

The special work which has been assigned to us by Federal and State laws requires the land-grant institutions to come in direct contact with natural resources in the raw state. Many other institutions and people deal with these resources after refinement. We must know about them at their sources because of our intimate contacts. We should be among the first to know the serious conditions. Persons who buy and sell foods or machines should not be supposed to know as much about the failing natural resources as those who deal first hand with soil fertility and ore iron. This fact and the fact that land-grant institutions represent the only large group of educational and research agencies supported by the Government throughout the States are reasons and justification enough for the land-grant institutions

Portions of address before Association of Land-Grant Colleges, Washington, D. C., November 12, 1924.

to adopt the problem of natural resource as their own.

Citizenship

The third problem for emphasis is more and better instruction in citizenship. This also should be adopted as one of our own major problems regardless of who else may be working on it. Decreased use of the ballot and increasing disregard of law and other symptoms are interpreted as evidences of decreasing interest in citizenship. This is thought to be so serious that associations of prominent citizens are now passing resolutions calling attention to the lack of citizenship training in colleges and universities and asking for better service. The suggestion has come that if land-grant institutions, founded on Federal laws, do not make suitable instruction in citizenship a required subject, it will be made incumbent by law to do so.

It is unfortunate that students are graduated without being well grounded in the principles of citizenship. The land-grant institutions should take the leadership in remedying this fault in the field of higher education. Already some land-grant institutions have arisen to the need. At the University of Missouri a course on citizenship is required of all freshmen. It has been developed as a continuation of a course on war issues which was offered to the Student Army Training Corps during the war and was intended to provide students with a historical background and survey of social, economic, and political problems. A unique feature is that this course is combined with training in English. Lectures are given to all the students in large classes three times a week. Small quiz sections of about 25 students each are conducted by instructors in the English department, who have been chosen with reference to their training in the social sciences as well as in English. The students are held accountable both for the content of the course and for their oral and written expression. There may be others doing as good work as this. A considerable number are giving some instruction.

Promote Sympathy between Classes of Citizens

A part of the instruction in citizenship might well relate to the activities of the States in which we live and in our Nation with a view to helping one group to better understand and sympathize with other groups. One reason why we have so many classes and so much class consciousness is that we do not know our neighbors nor their problems and, therefore, we do not sympathize with them. It would be well for an agricultural student to take a two or three hour course to learn about the extent of engineering

and industrial activities in his State and enough about the difficult problems in those lines of work to give him appreciation and respect and sympathy for the persons engaged.

Likewise it would be well for an engineering student or a home maker to receive some instruction upon the importance of agriculture and the seriousness of farmers' problems so as to give him or her appreciation and sympathy and to make them less hasty in arriving at judgments concerning those employed differently from themselves.

Just how far land-grant institutions should proceed along these special lines might well be debated. Perhaps some have gone far enough. We are operating under a group of national laws which definitely require certain activities and definitely permit others without limit. In some States the work is appropriately limited by State laws or regulations because of division of activities between two or more institutions. But it would seem that every land-grant institution could properly give much attention to the lines that have been indicated.

A Study of Land-Grant Institutions

A thorough study of the scope and the work of land-grant institutions needs to be made. The task should be assigned to a group of well-qualified persons who are familiar with the land-grant education movement and the needs of the country. These institutions have been operating half a century, some of them much longer.

They have made countless changes in response to pressure of the moment. The original legislation has been supplemented by numerous laws. The situation throughout the country is vastly different than it was when the first Morrill Act was passed. Problems have multiplied. Other agencies have been created. Very much has been learned from our own experience. And we have come to realize that tax-supported education pays best when it is given to persons of good character, real patriotism, and actuated by a genuine purpose to render useful service in the world as well as to promote their own private interests.

We now should have a study of the basic laws and the whole problem with a view to show how to eliminate the least desirable, reduce that which is least profitable, and magnify that which is best suited to the purpose these institutions should serve. There is good precedent in the recent study of medical education which was financed by Rockefeller funds and has resulted in greatly strengthening education in medicine. Already engineering education is under investigation by a group of engineering educators and the work is financed by Carnegie funds. This leaves agriculture and home economics education especially in need of such a study as is proposed. Ample funds should be secured for this purpose and the work should not be done hurriedly. I believe the time has come for this constructive study, and I recommend that steps be taken to this end.

Practical School of Fisheries for Nova Scotia

A school of fisheries will be established at Halifax, Nova Scotia, in the near future. A portion of King's Wharf will be transferred to the biological board and a large building remodeled and converted into a school building and biological station.

It is expected that the school of fisheries will be to the fishing industry of this country exactly what an experimental farm is to the agricultural interests of Nova Scotia. It will work toward the development of the fishing industry, experimenting in every practical phase of it, and be a source from which those interested in the development of the fishing industry of Nova Scotia may procure information and advice.

A staff of scientists will be appointed by the biological board of Canada, and the school will function in cooperation with Dalhousie University and with the Nova Scotia Technical College. A scientific station will be maintained at St. Andrews, New Brunswick.—*W. Henry Robertson, American consul general, Halifax.*

Reward for Best High School Health Programs

All secondary schools of the United States are invited to join in a school health program contest to be conducted by the American Child Health Association. For the best three programs, judged by professional men in the health field, \$1,000 will be evenly divided, the money to be used by the schools to promote health projects.

Programs submitted for the contest will be judged according to such factors as permanency, scope, workability, and community and civic significance. In more detail, these are to cover its relation to the rest of the school program; the percentage of teachers and pupils affected by it; the degree to which the program extends into the homes and communities; the practical results in relation to the money expended; and the extent to which it would appear to affect the pupils in later life.

Further information on the contest may be obtained by addressing the Secretary of the High School Project, American Child Health Association, 370 Seventh Avenue, New York City.

School Teaching Under Difficulties in Settlements of the Southwestern Desert

Extraordinary Effort Made to Provide Education for Isolated Settlers. Many Districts Employ Teachers for Children of a Single Family. Homes of Teachers Often of Crudest Description. Valuable Studies by Meredith L. Laughlin and Nellie Leona Meyer, University of Arizona Students

By JAMES F. ABEL

Assistant Specialist in Rural Education, Bureau of Education

PEOPLE of the semiarid States of the western highland are generous in their thought about providing public schools. Much of the area is desert, so dry and so unproductive that no one could possibly make a living on it. But outside of the few cities, along the streams where there is water for irrigation, in the mountains where enough of some valuable mineral has been found to support a mining camp, and on the railroads where there are trading centers or water-supply stations, there are small villages or communities. Often the community has not more than two or three families; sometimes only one, if one family may be considered a community.

Settlement of Desert Must be Encouraged

To utilize all the resources of those States men must go out into isolated places and live and work and take their families with them. The kind of men and women most needed are not satisfied to rear their children without education, nor can the State permit it. On the contrary, it must encourage settlement by being liberal in maintaining schools. So Nevada allows a school to be established where there are five census

States and the schools are centralized to an unusual degree, there are 125 one-teacher schools for about 2,500 children. New Mexico supports nearly 700 little

of her life to one of those little schools may have a very interesting and profitable time. The probabilities are, though, that she will not.



The teacher at Vail, Pima County, and her home

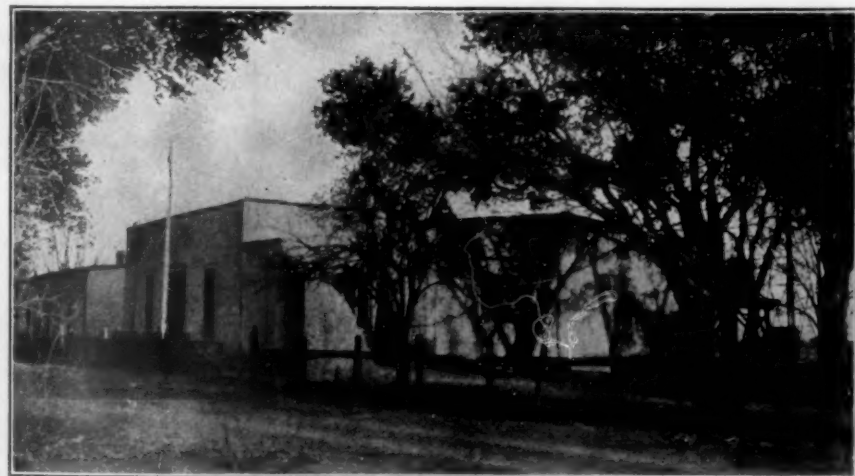
isolated schools, Wyoming about 1,200, and Arizona 270 for 4,000 pupils.

The people of those States in general understand thoroughly the advantages of the larger graded schools and are using

Excellent accounts of the conditions of rural teaching in some of the counties of Arizona have recently been prepared by two graduate students of the University of Arizona, Meredith L. Laughlin, in a paper entitled "Status of the Rural Teacher of Pima County," and Nellie Leona Meyer, whose production is called "Status of the Teacherage of the Rural Schools in Pima County, Santa Cruz County, and Maricopa County." Neither study has yet been published.

The particular county Laughlin studied is typically southwestern, large, three-fourths desert, one-fourth productive, and that one-fourth contiguous to a small-sized city. There are a few mining camps, some very large ranches, and the usual Government stations for the Reclamation Service or for the education of the Indians.

Over half the teachers are in one-room schools. In general, these western one-room schools do not draw from the great body of normal and college trained teachers. They attract a varied group: Young women and men just out of high school who must earn something before they go on to college or the normal school—if they ever do go; older women whose families have been broken up for some reason and who must support themselves and one or two children; elderly



San Xavier school and teacherage

children and maintained if there are three in attendance. New districts may be formed in Arizona for 10 children. Schools for eight pupils or fewer may be held in Wyoming. In Utah, where community life is developed more highly than in any other part of the United

transportation, school dormitories, the county unit, and anything else possible to have such schools, but at best there must be many one-room schools, often "one-family" schools. There is no way of avoiding it.

The teacher who gives a year or more

men and women who can not easily find places in the larger school systems; adventurous girls from Eastern States who fancy the moving-picture West to be the real West and are lured by ideas of freedom and change; homesteaders who must tide over the first unproductive years of the ranch with some outside

These schools hold teachers only a short time. The pupils are few, often 10 or less, and averaging about 22; the grades number generally four or more; the day is crowded with short period recitations; the classes are of one, two, three, and four pupils, not enough to rouse interest and enthusiasm; and the school

after a year or two of teaching, either puts his claim on a paying basis or gives it up and goes away. Then the little school casts about for another teacher.

One-fourth or more of the school buildings are privately owned and rented or the use is given free to the district. Such buildings are almost sure to be unfitted for school purposes, badly lighted, with no arrangements for ventilation, built of adobe or, at best, rough lumber, and unsanitary and unsightly in the last degree. There is little equipment and no playground apparatus. The district-owned buildings are better. A county superintendent will not, can not afford to, let the public money be wasted, and the larger part of the publicly owned buildings are reasonably well adapted to school use.

Salaries average about \$1,250 a year in Arizona. They are considerably less than in New Mexico, Nevada, Utah, and Wyoming. Very few of the Arizona teachers reporting to Laughlin had any income other than the salary, little more than half were carrying insurance, more than one-fifth were supporting dependents, and about half were able to save something each year.

Teaching a school—any school—and doing it well is hard, trying work. The person who undertakes it should be comfortably housed, have good wholesome food, and a reasonable amount of pleasant recreation. In Laughlin's group of



A schoolhouse and teacher's home in the desert

income; seekers after health. These make up a teacher group, earnest, for the most part capable and energetic, but not so homogeneous as the grade-school group. In age they range from 20 to 67 years.

Their training varies, in so far as training may vary, as greatly as do their ages and their reasons for being in the profession. Nor is there much chance for training in service. The county superintendent, who must travel all day to visit one school or an entire week to visit two or three schools, and occasionally camp out because there is no place to stay overnight, spends more time in traveling than in supervision; and the teacher is fortunate who receives in a year more than a few hours of help from the administrative office. The western county does not as a rule hold an annual county institute. The group would be too small and the expense too great. There is the university summer school for teachers and the State institute is usually held in the fall. Transportation to and from one or both is either paid by the school or reduced fares are allowed by the railroads and stage lines.

The States hold the power of certification, and teachers from other States are granted certificates on diplomas granted in those other States on examination or records of experience and graduation. The experience is usually very limited, not more than one or two years; but here again the range is great, amounting in some cases to from 35 to 40 years and including nearly every kind of educational work.

library, if there is one, consists mostly of encyclopedias, books of knowledge, and other sets dear to the heart of the book agent. They are none too acceptable to the teacher and wholly lacking in the power to draw and hold the interest of children.

The energetic young normal graduate who is seeing America by teaching from



Teacherage at Rillito

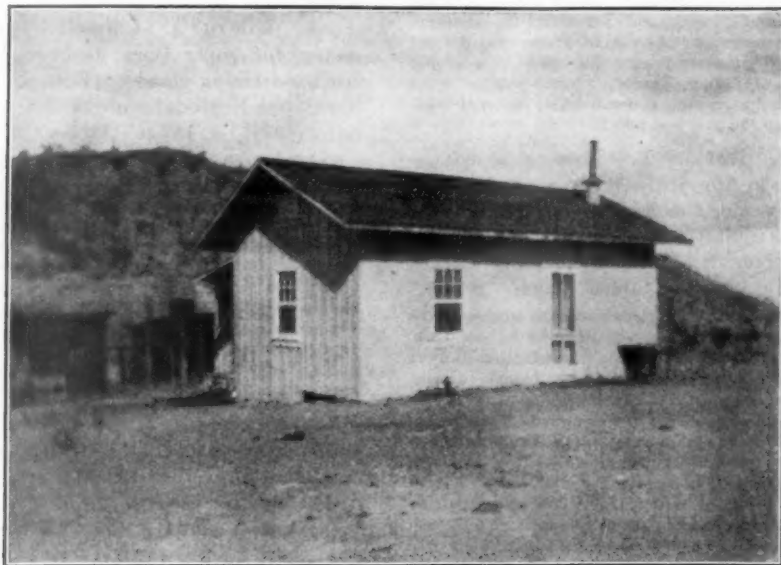
State to State moves on at the end of the year; the high-school boy or girl, under the urge of the superintendent or stirred by the example of former classmates, goes on to college or into other lines of work; the mother teacher finds a better place, for the sake both of her child and herself; and the homesteader,

teachers one-fourth rented homes and kept house, one-fourth paid for board and room at the rate of about \$40 a month, and a little more than one-third lived in teacherages. Half those who boarded said that living conditions were unsatisfactory either because there were no white families in the community or the best

homes were not open to the teachers. Miss Meyer tells of one teacher who boarded but cooked one meal for herself and her child "because they could not live on beans, bread, and jerky."

Teacherages would do much to solve the living problem, and in southern Arizona they are used to a considerable

still another instance the district rented the teacher a tent at the rate of \$5 a month. One teacher pays \$8 a month for a one-room adobe house and \$2 for a chore boy to carry water; she lives 18 miles from the railroad and sends in twice a month for supplies; there is no telephone and no mail service.



Teacherage at Zinc, Pima County

extent. Twenty-two out of 27 districts in Pima County have no families that will board the teacher, so teachers' homes are a necessity. There are 23—9 owned by the county, 2 by the National Government, and 12 by private corporations or persons. Those owned by the county were built at an average cost of \$500 each, were erected on no definite plan, and range from a one-room shack made of railroad ties to a modern five-room cottage. Those built by the mining companies to accommodate the teachers of the mining camps are comfortable, convenient, and sanitary. Those rented to teachers by private individuals are for the most part unsatisfactory in the last degree.

The county claims to have at San Xavier the first publicly owned teacherage built in the United States. An energetic pioneer teacher, Carlos H. Tully, succeeded in getting the boundaries of the district extended until it was 8 miles wide and 46 miles long. The resulting school census of 98 children drew so large an apportionment that after Mr. Tully's salary as teacher had been paid there was \$1,800 left for a teacherage and furniture. Against the opposition of the county superintendent but with the approval of the territorial superintendent, and finally with a court decision in his favor, Mr. Tully built the teacherage in 1886.

One of the rural districts of the county uses a box car for a combined schoolroom and teacher's home. In a near-by county a teacher uses as a residence a deserted section house. In another county two old school buildings were remodeled. In

Thus the urge of necessity is met in a more or less aimless way by providing something or other as a "teacherage." No definite, forceful direction has yet been given the movement, nor have its principles been established.

Added to the difficulties of doing good work in the one-room school, the low salary, and the poor living conditions, there is a lack of social life. This is an

their week ends in the community in which they teach. Some of the schools have parent-teacher associations and the school buildings are used for meetings of various kinds. More than half the communities offer no form of social recreation. Naturally there is little inducement for the teacher to return for a second year.

Consolidation Is Improving South Carolina Schools

The State department of education of South Carolina, through its official journal for the year 1924-25, is promoting school consolidation. The State rural school supervisor reports, for 1922-23, 1,256 consolidated schools and only 782 one-teacher schools. Reports from 22 county superintendents state that nearly all of these counties are carrying on programs of consolidation, building better school-houses, extending the term length, and transporting pupils. Already in this school year Union County has consolidated 5 districts and eliminated 4 one-teacher and 2 two-teacher schools. The superintendent of Spartanburg County says that landlords in districts where there is a good school have no trouble renting their lands. This county is bettering its schools and having to enlarge many buildings because of the families that are attracted by the opportunities for their children. Among the fine consolidated schools of the State is the Fletcher Memorial School, erected as a tribute to the war service of Robert T. Fletcher by his father and his uncle.



Teacher's home at Flowing Wells, Ariz.

important consideration for any ambitious teacher and especially so to those young people who realize that professional growth is dependent as much upon social contact and interchange of thought as it is upon study and experience.

A little more than half the rural teachers in this southern Arizona county spend

As a means of interesting school children in the conservation of wild life a bird-house contest was recently conducted in the public schools of Baker, Oreg. Two homing pigeons were awarded to the first successful contestant to attract a pair of birds (other than English sparrows) to make their home in a bird house of the participant's own construction.

New Books in Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

BUREAU OF VOCATIONAL INFORMATION, New York. Training for the professions and allied occupations; facilities available to women in the United States. New York, N. Y., Bureau of vocational information, 1924. xii, 742 p. 8°.

The various occupational fields for women described in this volume are 23 in number, including agriculture, architecture, art, business, dentistry, dramatic work, education, engineering, home economics, landscape architecture, languages, law, library work, medicine, music, nursing, personnel work, pharmacy, public health, religious work, science, social work, and writing. Each section has a general survey giving the trend of the occupation and the status of training, and a directory of institutions where preparation for the particular occupation may be had. Under education, besides the subject in general, attention is given to the "major fields" of educational administration, educational research, and teaching, the latter both in general and with special reference to the kindergarten and to physical education. The entire field of vocational opportunities for women is covered in a comprehensive and thorough manner.

DESCHAMPS, JEANNE. *L'auto-éducation a l'école appliquée au programme du Dr. Decroly, avec une introduction du Dr. Decroly.* Bruxelles, Maurice Lambert, 1924. 141 p. diags. 12°.

The system of auto education devised by Doctor Decroly, of Brussels, proposes to follow nature by recognizing the individual aptitudes of the pupils and giving them freedom of choice and initiative. In this respect it resembles various other methods, such as that of Madame Montessori, the Dalton and Fairhope plans; and the procedure employed in the public schools of Winnetka, Ill., and of Los Angeles. In this book a collaborator of Doctor Decroly tells how she applied his method in her teaching.

HARAP, HENRY. *The education of the consumer; a study in curriculum material.* New York, The Macmillan company, 1924. xxii, 360 p. tables. 8°.

Material is here presented for the study of the principles of education for effective consumption. The need is indicated for the utilization of quantitative evidence as a basis for curriculum reconstruction, for which a complete method is proposed requiring the cooperation of the sociologist, the psychologist, and the administrator in education. The task undertaken by the writer is the determination of educational objectives for effective economic life with special reference to the consumption of commodities. Quantitative evidence regarding the present habits of the American people is adduced and compared with efficient practice and approved standards, respecting foods, housing conditions, household materials and skills, fuel, and clothing. The conclusions from this comparison are presented as objectives of education with reference to consumption.

KANDEL, I. L. *The reform of secondary education in France.* New York city, Teachers college, Columbia university, 1924. viii, 159 p. 8°. (Studies of the International institute of Teachers college, Columbia university, no. 2.)

The changes in French secondary education which were decreed in 1923 under M. Léon Bérard as minister of public education and fine arts are described in these pages, with a statement of the historical development preceding the measure. The present government of France has decided not to put these changes into effect. The greater part of Doctor Kandel's volume consists of an appendix containing documentary material relating to the proposed reform.

KELLY, ROBERT L. *Theological education in America; a study of one hundred sixty-one theological schools in the United States and Canada.* New York. George H. Doran company [1924] 456 p. plates, tables, diags. 8°.

This inquiry was made under the auspices of the Institute of social and religious research, New York. In view of the fact that no thoroughgoing study of American theological seminaries had ever been made, it was believed that a careful investigation of Protestant seminaries and a presentation of the results might be helpful in increasing the number and bettering the quality and distribution of Christian ministers. The data for the study were collected by means of questionnaires, supplemented by numerous personal visits to institutions and the consultation of printed sources of information. The material was subjected to thorough criticism and verification before publication. The book is not merely statistical, but it undertakes also to interpret the spirit and the tendencies underlying the service of the seminaries. Some topics discussed are the efficiency of theological seminaries as at present constituted, the grade of scholarship produced by them, the relation of the seminary to the university, seminary curricula, and the types of ministerial character created. The available facts do not show that there is a falling off in recent years in the proportion of men studying for the ministry of Protestant white churches.

KOOS, LEONARD V. *The high-school principal; his training, experience, and responsibilities.* Boston, New York [etc.] Houghton Mifflin company [1924] xiv, 121 p. diags. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

The chief purpose of the investigation underlying this volume, according to its author, is to inquire into the extent to which the high-school principalship has been professionalized, as well as to assist in marking out the lines of its further professionalization. To supply the data for this study, inquiry blanks were received from the principals of 421 high schools, comprising groups representing all sizes of schools and all the principal divisions of the United States. Topics covered are the sex distribution and salaries of principals, the principal's training, his experience and professional stability, his time for administrative and supervisory activities, and his responsibilities. The book gives a concise summary of the main results of a comprehensive inquiry into the present status of American high-school principals.

LISCHKA, CHARLES N. *Private schools and State laws.* Washington, D. C., National Catholic welfare conference, Bureau of education, 1924. 220 p. 8°. (Education bulletins, no. 4. October, 1924.)

This book is especially intended for the information and guidance of those who administer and control private education in America. It gives only the text of laws and decisions, without attempt at interpretation. Contains the text as well as a classified summary of all State laws governing private schools, in force in 1924, together with State constitutional provisions and some important judicial opinions; also State laws and State Supreme court decisions governing Bible reading in the public schools.

OSBURN, WORTH J. *Corrective arithmetic; for supervisors, teachers, and teacher-training classes.* Boston, New York [etc.] Houghton Mifflin company [1924] x, 182 p. tables. 12°.

How the teaching of arithmetic in the schools may be made more effective, is told in this study by the director of educational measurements of the Wisconsin State Department of public instruction. Analyzing the errors in arithmetic made by children in various cities, Dr. Osburn finds that they are typical and not merely of a haphazard nature. Having determined this fact, he undertakes to devise a method to meet these typical difficulties. Dr. R. B. Buckingham contributes an editor's introduction to the book, which is designed to aid teachers of arithmetic, and their trainers and supervisors.

RANDOLPH, EDGAR DUNNINGTON. *The professional treatment of subject-matter.* Baltimore, Warwick & York, inc., 1924. 202 p. 8°.

The special concern of this study is with the treatment given to subject-matter in professional schools devoted to the education of teachers.

SPAIN, CHARLES L. *The platoon school; a study of the adaptation of the elementary school organization to the curriculum.* New York, The Macmillan company, 1924. xviii, 262 p. illus., diags., tables, plans. 12°.

Every new type of school organization must stand the following tests: It must square with the past; it must serve the present; it must hold abundant hope for the future. The present monograph by the deputy superintendent of schools, Detroit Mich., undertakes to subject the platoon school organization to these tests. It traces the evolution of the American elementary school curriculum from its European beginnings to the present, including twentieth century tendencies. The evolution of the elementary school organization is then similarly outlined, culminating with the reorganization of the Detroit elementary schools, 1918-1924, and the adoption of the platoon school in that system. Next comes the evolution of the elementary school building, and a discussion of educational results, costs, and the personal equation in the Detroit platoon schools. Various controversial questions concerning the platoon school are then taken up and answered. In conclusion, reasons are given for considering the platoon school system a success.

WAPLES, DOUGLAS. *Procedures in high-school teaching.* New York, The Macmillan company, 1924. xx, 346 p. illus. 12°. (American teachers college series. J. A. H. Keith and W. C. Bagley, editors.)

This text makes an application of the problem method of attack to the teaching of methods of instruction in high schools. A number of typical problems which arise in the school room are presented in such a way that while the students are securing a solution of these problems, they are at the same time learning the general methods and principles. The principles of teaching are not elaborated in the text, but in the references supplied in connection with the various problems.



For The Christmas Program



Seven Good Christmas Books

The Book of Christmas. New York. Macmillan. 1909. 369 p.

In the eight-page introduction by Hamilton Wright Mabie he says, "At the end of nearly two thousand years Christmas shows no signs of decrepitude or weariness; its danger lies not in forgetfulness but in perverted use and over-stimulated activities. . . . If Christmas is to be saved from desecration and kept sacred not only to faith but to friendship its sentiment must be revived year by year in the joyful celebration of the old rites." The book thus introduced, in its interesting accounts of customs, beliefs and revels, as truly as in its inclusion of beautiful carols and hymns, has certainly helped to revive these beautiful old rites. An extract from F. Hopkinson Smith's "Colonel Carter's Christmas" forms a fitting ending. Almost overwhelmed with the joyousness of the season, the reader sees "Aunt Nancy float into the room like a bubble blown along a carpet." Even those beset by care find themselves transferred to a room in which a window has been opened "letting in sunshine and the perfume of flowers."

Brown, Abbie Farwell. The Christmas Angel. Boston.

Houghton Mifflin Company. 1910. 82 p.

Many young teachers will remember with joy their delight in this book when as children from eight to fifteen it was read to them by their teachers or placed on the children's Christmas shelf in the public library! They will want their pupils to know it. The author was doubtless steeped in Dickens' "Christmas Carol" and was inspired by it to write this story. The somber house in which eccentric Miss Terry lives alone is contrasted with the happy home in which Angelina Terry, 50 years before, lived and frolicked with her brother. Did such strange adventures ever before befall battered toys? Every Noah's ark and every cherished doll, whether or not named Miranda, are forever afterward dearer to child readers of this story. The happy sequel, when the reunited brother and sister and the little waif Mary sit down together to Nora's hastily prepared Christmas dinner, is almost as fascinating as its well known prototype, the Cratchitt family party which included Tiny Tim.

Phillips, Ethel Calvert. Christmas Light. Boston. Houghton Mifflin Company. 1922. 128 p.

This story of Naomi, the little Jewish girl, the daughter of Samuel the weaver, is well told. The household customs, the familiarity of all with the Old Testament stories, the unexpected opportunity which came to Naomi to accompany her aunt to Jerusalem, and the vision of the great gold and white temple of the Hebrews are incidents preparing the reader for the climax—the sight of the King in lowly Bethlehem.

Pringle, Mary P. and Urann, Clara A. Yuletide in Many Lands. Boston. Lothrop, Lee & Shepard Co. 1916. 197 p.

A series of pictures passes before us. The Yuletide greetings and mistletoe of the Druids; the Saxons drinking from the quaint, round-bottomed tumblers which, as they could not stand, had to be emptied at a draught; the English Yuletides—"the merriest Yuletides of the past were in England"; the German Christmas with its happy families around the Christmas tree, for Christmas in no other country is so fully and heartily observed in every household; Miguel and Dolores in Spain; until finally the American Christmas known and loved by all is described. The book is a fitting record of the fact that through many centuries and in many lands Yuletide has brought joy and happiness to young and old.

Schauffier, Robert. Christmas. New York. Moffat, Yard & Co. 1907. 325 p.

In an introduction of 11 pages the compiler declares his intention to introduce parents and teachers "to the host of writers, learned and quaint, human and pedantic, humorous and brilliant and profound, who have dealt technically with this fascinating subject of Christmas." The accounts of the origin, celebration, significance, and spirit of Christmas time add much of the background often lacking. The range of poems and stories is varied: Dickens, Milton, Walter Scott, Margaret Deland, Irving, Phillips Brooks, and Hans Christian Andersen contribute of their classic store. Perhaps Bret Harte's "Santa Claus at Simpson's Bar" which closes the volume finds itself for the first time associated with such decorous companions. Nevertheless, no reader who follows the tragedy of poor Dick until the cheap, flimsy toys in his pack are revealed as his contribution to Johnny's "Chrismis" fails to find his interest aroused in helping the unfortunate children of poverty, wherever they are found, to get more Christmas cheer into their forlorn lives.

Skinner, Ada and Skinner, Eleanor. The Pearl Story Book. Stories and Legends of Winter, Christmas, and New Year's Day. Duffield. 1919.

The sister compilers rightly believe that Christmas is a part of winter and that its celebration depends upon its setting. Many new selections that are certain to prove favorites are included. A delightfully whimsical one is John P. Peters' fanciful tale of The Animals' Christmas Tree. The authors' happy thought in including Oscar Wilde's "Happy Prince" will be appreciated. Children in the intermediate grades will gladly read this book without any help from teachers or parents.

Smith, Elva S. and Hazeltine, Alice I. Christmas in Legend and Story. Boston. Lothrop. 1915. 283 p.

The compilers of this book from their vantage ground of experience in the Pittsburgh Carnegie and the St. Louis Public Libraries found it very difficult "to find Christmas stories and legends which have literary merit, are reverent in spirit, and are also suitable for children. This collection has been made in an endeavor to meet this need." In no other collection perhaps is the Christmas of the Middle Ages so faithfully set forth. Fiona MacLeod's story of the children of the wind and the clan of peace is told as the old Highland woman told it to her, "in words simple and beautiful with the ancient idiom." The mystic thorn which blossomed at Glastonbury, England, from the planting of Joseph of Arimathea's staff is adapted from traditional sources by Selma Lagerlof. In eight pages Adelaide Steel tells the story of Babouscka who will not stop; only on Christmas Eve will she come upstairs into the nursery and give each one a present from her old apron. Sophie Jewett tells from her "God's Troubadour" the story of the Christmas at Greccio where St. Francis met with his people and the ringing bells, lighted torches, glorious hymns, and joyous shouts made one of the most vivid of all recorded Christmas times.

A Few Additional Titles

Four Collections Which Are Deservedly Popular

A Christmas Anthology. New York. T. T. Crowell & Co. 1907.

Deming, Norma H. and Bemis, K. I. Pieces for Every Day the Schools Celebrate. New York. Noble & Noble. 1922. 349 p.

Dickinson, A. D. and Skinner, A. M. Children's Book of Christmas Stories. New York. Grosset & Dunlap. 1917.

Stevenson, B. E. and Stevenson, E. S. Days and Deeds. New York. Baker & Taylor Co.

Seven Stories With Christmas as Their Theme

Alden, Raymond M. Why the Chimes Rang. Indianapolis. Bobbs Merrill Co. 1920.

Brady, Cyrus Townsend. A Christmas When the West Was Young. Chicago. A. C. McClurg & Co. 1913.

Dickens, Charles. A Christmas Carol. New York. E. P. Dutton & Co. 1914. 124 p.

Gladden, Washington. Santa Claus on a Lark. New York. The Century Co. Stuart, Ruth McEnery. Solomon Crow's Christmas Pockets, and Other Tales. New York. Harper & Bros.

Van Dyke, Henry. The Story of the Other Wise Man. New York. Harper & Bros. 1913.

Wiggin, Kate Douglas. Bird's Christmas Carol. Boston. Houghton Mifflin Co. 1916. 69 p.

Poems Specially Appropriate to Christmas

[These poems are included in the foregoing books, though not all are in any one of them. Eighteen are in "Christmas" (by Schauffier), 11 are in "The Book of Christmas," 9 are in "A Christmas Anthology," 6 are in "Days and Deeds," etc. Many other books contain them.]

1. O Little Town of Bethlehem. Phillips Brooks.
2. The Earth Has Grown Old with Its Burden of Care. Phillips Brooks.
3. Like Small Curled Feathers White and Soft. Margaret Deland.
4. 'Twas the Night Before Christmas. Clement S. Moore.
5. Why Do Bells for Christmas Ring? Lydia A. C. Ward.
6. It Was the Calm and Silent Night. Alfred Domett.
7. God Rest You Merry Gentlemen. Dinah Maria Muloch.
8. As Joseph Was A-Walking. Old English Ballad.
9. I Saw Three Ships Come Sailing In. Old English Carol.
10. There's a Song in the Air. J. G. Holland.
11. Now Has Come Our Joyfulst Feast. George Wither.
12. Under the Holly Bough. Charles Mackay.
13. Brightest and Best of the Sons of the Morning. Reginald Heber.
14. Christmas Bells. H. W. Longfellow.
15. The Three Kings. H. W. Longfellow.
16. On Christmas Eve the Bells Were Rung. Walter Scott.
17. Good News from Heaven the Angels Bring. Martin Luther.
18. While Shepherds Watched Their Flocks by Night. Nahum Tate.
19. The Mahogany Tree. William M. Thackeray.
20. What Means This Glory Round Our Feet? James Russell Lowell.

—Annie Reynolds.

[AMERICAN EDUCATION WEEK—1924]

By the President of the United States of America
A Proclamation

EDUCATION for the children of all the people, extending from the primary grades through the university, constitutes America's noblest contribution to civilization. No child or youth in the United States need be deprived of the benefits of education suited to his age and degree of advancement.

Nevertheless, either through negligence or because of unfortunate circumstances which might be controlled with sufficient effort, large numbers of children do not receive the full preparation for their life's work to which they are justly entitled. Many have reached maturity without even the rudiments of education.

This condition demands the solicitude of all patriotic citizens. It involves not only the persons immediately concerned and the communities in which they live, but the Nation itself, for the welfare of the country depends upon the character and the intelligence of those who cast the ballots.

Education has come to be nearer to the hearts of the American people than any other single public interest. The plan of maintaining educational institutions from public funds did not originally prevail in most of the States, and even where it was in use it was but feebly developed in the early days of the Republic. That plan did not arise spontaneously in the minds of all citizens. It was only when the suggestion came forcefully, convincingly, and repeatedly from a few pioneers that popular interest was fully aroused. Vigorous campaigns were required not only to establish the idea of public education, but also for its maintenance, and for its important extensions.

Campaigns of national scope in behalf of education have been conducted annually since 1920, and they have been increasingly effective with each succeeding year. They have concentrated attention upon the needs of education, and the cumulative impetus of mass action has been peculiarly beneficial. It is clearly in the interest of popular education, and consequently of the country, that these campaigns be continued with vigor.

In the last few years we have placed much emphasis on vocational training. It is necessary for men to know the practical side of life and be able to earn a living. We want to have masters of our material resources. But it is also necessary to have a broad and liberal culture that will enable men to think and know how to live after they have earned a living. An educated fool is a sorry spectacle, but he is not nearly so dangerous to society as a rich fool. We want neither in this country. We want the educated to know how to work and the rich to know how to think.

Now, THEREFORE, I, Calvin Coolidge, President of the United States of America, do designate November 17th to 23rd, inclusive, as American Education Week. I urge that the citizens do all they can to advance the interests of education. It is especially recommended that the Governors of the States issue proclamations emphasizing the services rendered by their educational institutions, and calling upon their people to observe the occasion by appropriate action. Further, I urge that all civil officers whose duties relate to education, and all persons connected with the profession of teaching, exert themselves to diffuse information concerning the condition and needs of the schools and to enhance appreciation of the value of education. Patriotic, civic, religious, social, and other organizations could contribute by conducting meetings and demonstrations to promote the desire for knowledge. Ministers of religion and members of the press are asked to exercise the means within their power to increase enthusiasm for educational advancement and to stimulate zeal for enlightened citizenship.

In Witness Whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

[SEAL]

DONE in the City of Washington on this 14th day of November in the year of our Lord One Thousand Nine Hundred and Twenty-four and of the Independence of the United States, the One Hundred and Forty-ninth.

By the President:

CHARLES E. HUGHES

Secretary of State.

